DOCUMENT RESUME

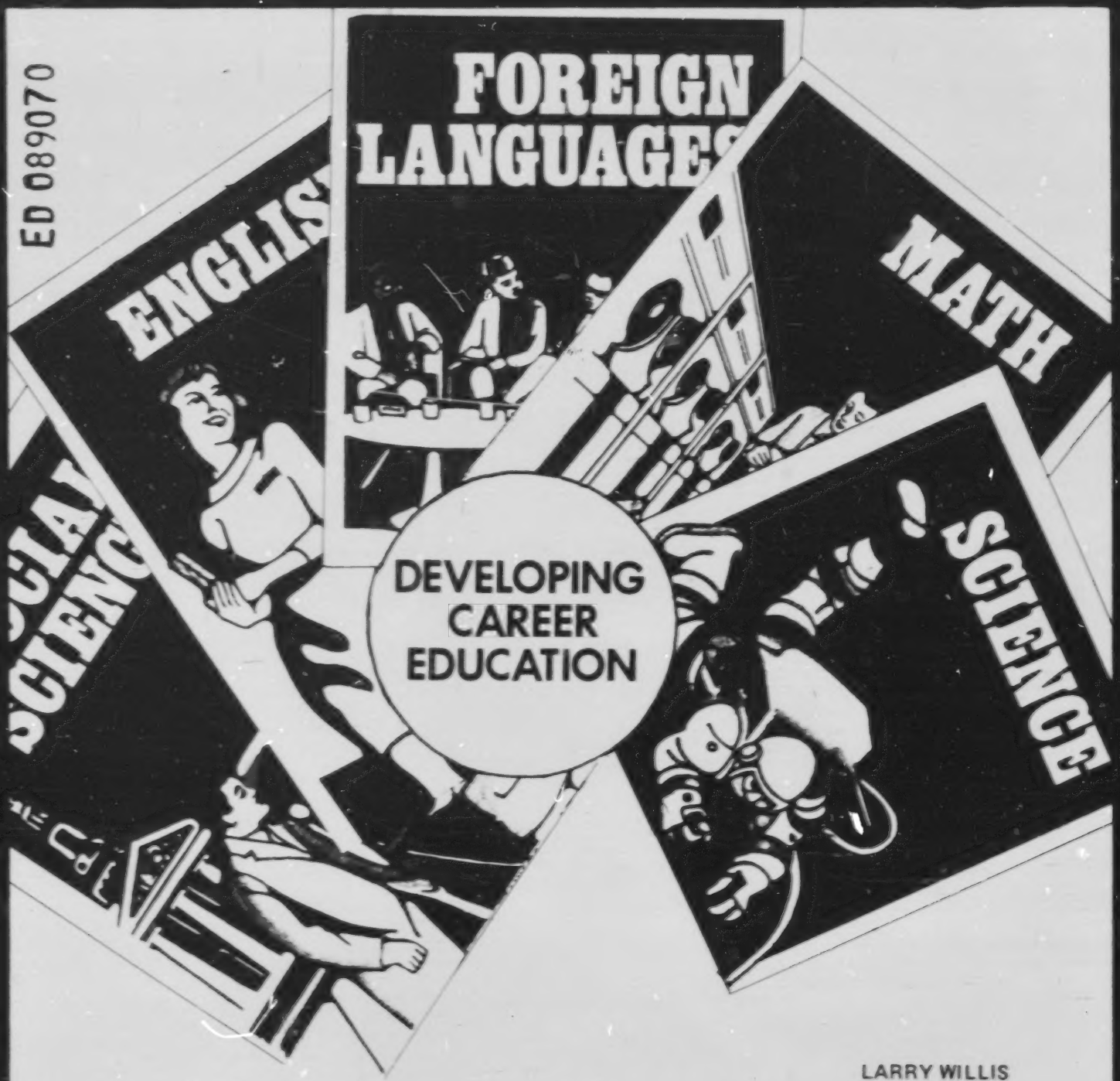
ED 089 070 CE 001 120

TITLE	Developing Career Education. Report #3: Career Education in a Rural Setting, A Pre and Post Test Approach.
INSTITUTION	Milford Public Schools, Nebr.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
BUREAU NO	V261012L
PUB DATE	1 Sep 73
GRANT	OEG-0-72-0803
NOTE	96p.; See CE 001 118-119 for related documents
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	*Career Education; Cooperative Education; Educational Research; Participant Satisfaction; *Program Attitudes; Program Effectiveness; *Program Evaluation; Rural Schools; School Attitudes; *Student Attitudes; Summative Evaluation
IDENTIFIERS	*Career Awareness

ABSTRACT

Results are presented of evaluation of the Research and Development Project in Career Education, Milford, Nebraska. Eleven instruments were used in the K-12 evaluation: Questionnaire on Occupational Units, Counselor Questionnaire, Student Ranking of Occupations, List of Occupations You Know Something About, Occupational and Educational Information Test, School Sentiment Index, Choosing a Job Inventory, Cooperative Education Sentiment Index, Attitudes Toward a Guidance Program, Administration's Evaluation of Career Education, and Parent Teacher Organization Evaluation of Career Education Program to Be Implemented. Each instrument is illustrated, and pre- and posttest results are shown, usually in terms of percentage of respondents. General conclusions are drawn for each instrument. (SC)

ED 089070



LARRY WILLIS
Project Director
Milford Public Schools
Milford, Nebraska

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CE001120

Report #3: CAREER EDUCATION IN A RURAL SETTING A Pre and Post Test Approach

FUNDED BY
Part C, Vocational Education Act of 1968
Division of Vocational Education
Nebraska State Department of Education

CAREER EDUCATION RESEARCH PROJECT

MILFORD PUBLIC SCHOOLS

Career Education in a Rural Setting

A Pre and Post Test Approach

Centennial
Emerson-Hubbard
Henderson
Milford
Seward

September 1, 1973

Larry T. Willis

Project Director

Milford Public Schools

Milford, Nebraska 68405

PREFACE

The contents of this research paper is the data and conclusions of the responses of K-12 students of five rural public school programs in the state of Nebraska. The contents of this paper are the results of a pre and post test program for the implementation of a K-12 Career Education program in the Milford Public Schools. The pre test was administered in May, 1972, and the post-test was administered in May, 1973.

The pre and post test results should provide local school administrators background information about their student population and their progress in their educational program.

Larry P. Willis
Project Director
Milford Public Schools
Milford, Nebraska 68405

TABLE OF CONTENTS

	Page
Rationale for Evaluation	1
Characteristics of Communities	2
Procedure for Evaluation	5
Population Evaluated	6
Rationale for Components of the Evaluation Instrument	7
Format for Presenting the Pre Post Data	8
Evaluation Schedule at Different Grade Levels (Chart)	9
Component No. 1: Questionnaire on Occupational Units	10
No. 2: Counselor Questionnaire	14
No. 3: Student Ranking of Occupations	19
Counselor Ranking of Occupations	30
No. 4: List of Occupations You Know Something About	31
No. 5: Occupational and Educational Information Test	35
No. 6: School Sentiment Index	45
No. 7: Choosing a Job Inventory	50
No. 8: Cooperative Education Sentiment Index	72
No. 9: Attitudes Towards a Guidance Program	79
No. 10: Local School's Administrative Evaluation of Career Education	84
No. 11: Parent Teacher Organization Evaluation of Career Education Program to be Implemented	87
Appendix	
A. Statement of Commitment and Assurance	90

I. RATIONALE FOR EVALUATION

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
(Part C of the Vocational Education Amendments of 1968.)

The Research and Development Project in Career Education at Milford, Nebraska, is a pilot program in Career Education in Nebraska. The project states there must be an evaluation strategy. This model is based upon the assumption that educational programs must be evaluated on a continuous basis, from start to finish, rather than on the final product alone. The duration of this project has been 18 months.

The purposes of the pre test and post test evaluation is to identify positive changes which have taken place because of the development of the concept of Career Education at the Milford Public Schools. The Career Education program has been implemented in the K-12 program for the school year, 1972-73. The data collected from this evaluation will be used as documentation for further development of Career Education in Nebraska. The pre test evaluation was administered in May, 1972, and administered to the same student and faculty populations in May, 1973.

II. CHARACTERISTICS OF COMMUNITIES (1971-72 School Year)

CENTENNIAL at Utica, Nebraska

Utica, Nebraska, has a population of approximately 564 people, and is located near Interstate 80. Utica is approximately 85 miles west of Omaha, Nebraska. The community's economy is dependent upon agriculture.

School Statistics

1. There are two elementary attendance centers which feed into the 7-12 program at Utica. There is an elementary school at Yeco, Nebraska, (pop. 166), as well as Beaver Crossing (pop. 430).

2. The enrollment for the school district is as follows:
   a. Elementary enrollment--301
   b. Secondary enrollment--346

3. The K-12 teaching staff consists of the following:
   a. Elementary staff--20
   b. Secondary staff--29

EMERSON-HUBBARD at Emerson, Nebraska

Emerson-Hubbard is a consolidated school that is located at Emerson, Nebraska (pop. 804) in northeastern Nebraska. The community's economy is dependent upon the agriculture industry.

School Statistics

1. There are two elementary attendance centers which feed into the 7-12 program at Emerson, Nebraska. There is an elementary program at Hubbard, Nebraska (pop. 238) and an elementary program in Emerson, Nebraska.

2. The enrollment of the school district follows:
   a. Elementary enrollment--317
   b. Secondary enrollment--350

3. The K-12 teaching staff consists of the following:
   a. Elementary staff--18
   b. Secondary staff--22

HENDERSON PUBLIC SCHOOL at Henderson, Nebraska

Henderson, Nebraska, has a population of approximately 930 people, and is located near Interstate 80 west of York, Nebraska. The community's economy is dependent upon agriculture.

School Statistics

1. Henderson has K-12 program which is housed within the same facility.

2. The enrollment for the school district is as follows:
   a. Elementary enrollment--214
   b. Secondary enrollment--253

3. The K-12 teaching staff consists of the following:
   a. Elementary staff--11
   b. Secondary staff--18

MILFORD PUBLIC SCHOOL at Milford, Nebraska

Milford, Nebraska, has a population of approximately 1,900 people, and is located approximately 20 miles west of the state capital of Lincoln, Nebraska. The community's economy is dependent upon agriculture. Milford Public Schools was selected to implement a model Career Education program in Nebraska because of its rural characteristics.

School Statistics

1. There are two elementary attendance centers which feed into the 7-12 program at Milford, Nebraska. There is an elementary school at Pleasant Dale, Nebraska (pop. 225) as well as an attendance center in Milford.

2. The enrollment for the school district is as follows:
   a. Elementary enrollment--420
   b. Secondary enrollment--338

3. The K-12 teaching staff consists of the following:
   a. Elementary staff--23
   b. Secondary staff--22

SEWARD PUBLIC SCHOOLS at Seward, Nebraska

Seward, Nebraska, has a population of approximately 4,300 people, and is located approximately 20 miles northwest of the state capital of Lincoln. The community's economy is dependent upon agriculture.

School Statistics

1. There are four elementary attendance centers which feed into the 7-9 Jr. High school in Seward. The school organization is a K-6-3-3 school system.

2. The enrollment for the school district is as follows:
   a. Elementary enrollment--698
   b. Secondary enrollment--721

3. The K-12 teaching staff consists of the following:
   a. Elementary staff--38
   b. Secondary staff--45

*All school statistics come from the 1971-72 Educational Directory, published by the Nebraska State Department of Education.

III. PROCEDURE FOR EVALUATION

The following steps were used in implementing the pre-test evaluation:

1. A letter was sent April 5, 1972, to four (4) schools asking if they would be interested in participating as a control school for evaluation for a Career Education Program at Milford, Nebraska.

2. All four (4) schools returned a letter of statement and assurance stating they were interested in serving as a control group. (Refer to Appendix A)

3. A letter was sent by the project director to the four (4) schools inviting representatives to come to Milford on Tuesday, May 2, 1972, to discuss the total evaluation package as well as possible testing dates at each of the four schools. This informational meeting was held in the meeting room of the Farmers and Merchants Bank in Milford. Guidance counselors from each of the four schools were present as well as administrators.

a. The project director explained the purpose of the pre test and post test evaluation in relationship to the Career Education Project at Milford, Nebraska.

b. The participants had an opportunity to react to the total evaluation package as well as decide a schedule of when the evaluation would take place.

4. The project director agrees to duplicate all the evaluation materials as well as tabulate the results for the five schools. The project director agreed to be at each of the school sites to assist the local schools in administering the evaluation. Mr. Willis discussed the evaluation with the total professional staffs at Centennial, Emerson-Hubbard, and Milford Public Schools.

5. The evaluation schedule was as follows:

a. Tuesday, May 9, 1972, Centennial at Utica, Nebraska.

b. Wednesday, May 10, 1972, Henderson at Henderson, Nebraska.

c. Thursday, May 11, 1972, Emerson-Hubbard at Emerson, Nebraska.

d. Friday, May 12, 1972, Seward at Seward, Nebraska.

e. Thursday, May 18, 1972, Milford At Milford, Nebraska.

6. Population Evaluated

The following is basic data on the population tested and the respective school districts:

TOTAL NUMBER OF STUDENT RESPONDENTS TO EVALUATION	4,315	(Duplicated)
	2,137	(Unduplicated)

SCHOOL	UNDUPLICATED RESPONSES	DUPLICATED RESPONSES
Centennial	325	608
Emerson-Hubbard	357	467
Henderson	296	606
Milford	383	951
Seward	786	1,303
total	2,137	total 4,315

School Administrators from 5 schools--12

Guidance Counselors from 5 schools--5

Professional teaching staff from 5 schools--256

IV. RATIONALE FOR COMPONENTS OF THE EVALUATION INSTRUMENT

A. The evaluation instrument consists of eleven (11) parts for the pre test and post test. The project director felt that as many segments of the total school population should be included in the evaluation. The parties involved in the evaluation consisted of the following:

1. Students
2. Teachers (K-12)
3. Administrators
4. Counselors
5. Parent Teacher Organization (PTO) at Milford, Nebraska.

With this type of cross section of respondents, the project director felt that the evaluation would give more valid data of the educational program which is in progress at the five (5) schools.

B. Objectives of the Pre Test Evaluation

The objectives of the pre test evaluation was to identify the following:

1. Student's awareness to the world of work.
2. Student's knowledge of the world of work.
3. Student's attitude towards the educational program.
4. Student's attitude towards the counseling and guidance program.
5. Administrator's attitude towards the concept of Career Education.
6. Services provided by the counseling and guidance program to students.

C. Components of the Pre Test Evaluation Instrument*

The pre test instrument consisted of the following components:

1. Questionnaire on Occupational Units.
2. Counselor Questionnaire.
3. Student ranking of Occupations--A, B, C.
4. List of Occupations You Know Something About.
5. Occupational and Educational Information Test.
6. School Sentiment Index--A & B.
7. Choosing a Job Inventory.
8. Cooperative Education Sentiment Index.
9. Attitudes Toward a Guidance Program.
10. Administration's Evaluation of Career Education.
11. Parent Teacher Organization (PTO) at Milford, Nebraska--Evaluation of the Concept of Career Education.

*Refer to page 9 for evaluation schedule at different grade levels.

D. Format for Presenting the Pre Test Data:

The pre test interpretation will be presented in the following format:

1. Name of evaluation component (example: Questionnaire on occupational Units).

2. Objective of the component.

3. Procedure followed in administering pre-test component

4. Results of Pre Test evaluation

5. Observations

6. Conclusions

Type of Test Battery	CAREER EDUCATION PRE AND POST TEST EVALUATION									
	Time Needed to Administer	72 pre test 73 post test	5th 6th	6th 7th	7th 8th	8th 9th	9th 10th	10th 11th	11th 12th	12th
1. Questionnaire on Occupational Units	1 hour	K - 12 Teachers								
2. Counselor Questionnaire	45 min.	K - 12 Counselors								
3. Student Ranking of Occupations A, B, C	30 min.			3			3			
4. List of Occupations You Know Something About	20 min.		4		4					
5. Occupational and Educational Information Test	max. 45 min.							5	5	
6. School Sentiment Index A & B	10 min.		6A		6A			6a		
7. Choosing a Job Invertory	10 min.			7		7			7	
8. Cooperative Education Sentiment Index	10 min.									8
9. Attitudes Toward a Guidance Program	5 min.						9		9	
10. Administration's Evaluation of Career Education	10 min.									
Total time to administer several components			30	40	30	15	30	55	60	10

1. QUESTIONNAIRE ON OCCUPATIONAL UNITS (K-12 TEACHERS)

DATA COLLECTION FORM

Name of School _____

Occupational Units

Directions: Please provide the following information about the occupational units that are being taught in your school.

Grade Level and/or class	No. of Students	Name of Unit	No. of Days Spent on Unit	Teaching Activity Used in Unit*
		Construction Workers		
		Office Workers		

*Place letter representing activity with number in parenthesis indicating the number of times it was used.

a. Teacher uses occupational films

b. Teacher uses occupational tapes, and/or occupational videotapes

c. Teacher involves students in making and/or using occupational films, tapes, and/or videotapes.

d. Teacher uses occupational speakers

e. Teacher organizes and conducts occupational field trips.

f. Teacher involves students in planning and/or conducting occupational field trips.

g. Other activities (Please expalin).

Grade Level and/or Class	No. of Students	Name of Unit	No. of Days Spent on Unit	Teaching Activity Used in Unit*

COMPONENT NO. 1: QUESTIONNAIRE ON OCCUPATIONAL UNITS

Objective: To identify to what extent occupational education units related to the world of work was being introduced and developed for the school years, 1971-72, and 1972-73.

Procedure: All K-12 teachers from the 5 identified schools were asked to fill out a questionnaire.

Results of the Pre Test and Post Test Evaluation:

School		Total Staff (K-12)	No. of Respondents	Total No. of Units	*Units/ Teacher
Centennial	pre test	52	10	13	.25
	post test	All statistics same as pre test.			
Emerson-Hubbard	pre test	40	14	69	1.73
	post test	All statistics are same as pre test.			
Henderson	pre test	35	7	36	1.02
	post test	All statistics are same as pre test.			
Milford	pre test	44	19	90	2.04
	post test	44	34	186	4.20
Seward	pre test	85	53	91	.35
	post test	All statistics are same as pre test.			

*The results excludes pre-vocational and vocational education programs.

Observations:

1. Teachers may have a very difficult time identifying subject matter which relates to the world of work. This assumption is made based upon the low percentage of respondents to the questionnaire (exception is Milford

2. Most teachers thought that occupational units referred to vocational education and not to their curriculum assignment.

Conclusions:

1. Since there was a low percentage of returns on the questionnaire, the assumption is made that the teachers were not teaching any directly-related occupational units. Many of the returned questionnaires were blank or stated this did not apply to their teaching assignment.

2. Teachers need to identify how they fit into the total K-12 educational program. How do we assess the articulation of our K-12 educational program?

3. Local schools must first assess to what extent the concept of career education is being developed in their K-12 educational programs.

component #1 continued

4. Because of the curriculum development by the K-12 teaching staff in the Milford Public School District, 120 instructional units have been implemented during the 1972-73 school year.

5. Local schools must continually assess their educational programs for articulation of learning activities and delete activities which are duplicated at several grade levels.

2. Counselor Questionnaire

Data Collection Form

Directions: Would the counselor please answer the following questions:

1. Do you provide students occupational information in groups? Yes_____

No _____.

If the answer is yes, please complete the following questions:

a. How many times have you used group techniques this year? _____

b. What was the average number of students involved in each group session? _____

c. Were the students in the elementary school ___ High School ___

Both ___

2. Do you provide students occupational information in individual interviews? Yes _____ No _____

If the answer is yes, please complete the following questions:

a. About how many individual interviews do you conduct in a month? ___

b. About what percent of the students interviewed in a month are provided occupational information? _____

c. About what percent of these were in elementary school _____

High School _____

3. Does the school provide a file of occupational information and materials? Yes _____ No _____

If the answer is yes, please complete the following questions:

a. Occupational file is located in counselor's office _____

library _____ both places _____.

b. Occupational file has local occupational information. Yes___ No__

c. Students can look at occupational information: only in place where it is located _____; can check it out and take it home ____; can use it only in class _____.

d. How much money did the school spend on occupational information this year? _____

COMPONENT NO. 2: COUNSELOR QUESTIONNAIRE

Objective: To identify the kinds of services the counselor is providing at each of the five schools.

Procedure: Each of the counselors in each of the school systems was asked to fill out this questionnaire.

BEST COPY AVAILABLE

COUNSELOR QUESTIONNAIRE

Directions: Would the counselor please answer the following questions:

Schools				Questions
1*	2*	3*	4*	
Yes	Yes	Yes	Yes	1. Do you provide students occupational information in groups? Yes No
				If the answer is yes, please complete the following questions:
20	15-20	3	Don't Know	a. How many times have you used group teaching techniques this year?
15	5-20	15	30	b. What was the average number of students involved in each group session?
H.S.	H.S.	H.S.	H.S.	c. Were the students in the elementary school or high school, or both?
Yes	Yes	Yes	Yes	2. Do you provide students occupational information in individual interviews? Yes No
				If the answer is yes, please complete the following questions:
150	20-40	100	Don't know	a. About how many individual interviews do you conduct in a month?
50%	50%	60%	33%	b. About what percent of the students interviewed in a month are provided occupational information?
95% H.S. 5% E	50% H.S.	90% H.S. 10% E	No response	c. About what percent of these were in elementary and high school
Yes	Yes	Yes	Yes	3. Does the school provide a file of occupational information and materials?
Both places	Both places	Library	Counselor Office	If the answer is yes, please complete the following questions:
Yes	Yes	No	No	a. Occupational file is located in counselor's office? Library? Both places
Take Home	Take Home	Take Home	Take Home	b. Occupational file has local occupational information?
$150.00	$200.00	$379.68	Don't Know	c. Students can look at occupational information: only in place where it is located? Can check it out overnight? Only in class?
				d. How much money did the school spend on occupation information this year?

*Counselor responses to questionnaire were very similar to responses for pre test.

component #2 continued

Observations:

1. There is a real need for counseling personnel to identify the kinds of services they provide students and then let students know what these services are.

2. Most counselors feel more comfortable working with secondary students.

Conclusions:

1. There is an urgent need to expand the services of the counselor to the elementary school program.

2. There is a need to identify occupational information which will assist students in becoming aware of occupations within the local community.

3. Counseling and guidance programs must have a budget for the purchase of occupational information materials.

4. Counselors must be able to identify their function within the framework of their local school.

RESULTS OF PRE TEST FOR SIXTH GRADE LEVEL

3A--Student Ranking of Occupations according to their importance to society.
(numbers in parentheses is student population tested for each school)

CENTENNIAL (30) pre	CENTENNIAL (30) post (49)
1. Policeman	1. Lawyer
2. Teacher	2. Teacher
3. Livestock farmer	3. Policeman
4. Doctor	4. Physician
5. Telephone Operator	5. Livestock farmer
(tie) Bank President	Practical nurse

PERSON-[illegible] (41) pre	PERSON-[illegible] (41) post (41)
1. Bank President	1. Policeman
2. Lawyer	2. Physician
3. Doctor	3. Livestock farmer
4. Policeman	4. Lawyer
5. Teacher	5. Teacher

HENDERSON (33) pre	HENDERSON (33) post (37)
1. Bank President	1. Teacher
(tie) Nurse	2. Policeman
2. Lawyer	3. Livestock farmer
3. Doctor	4. Lawyer
4. Policeman	5. Doctor

MILFORD (58) pre	MILFORD (58) post (59)
1. Bank President	1. Physician
2. Lawyer	2. Policeman
3. Doctor	3. Teacher
4. Policeman	4. Lawyer
5. Nurse (tie) Teacher	5. Livestock farmer

SEWARD (113) pre	SEWARD (100) post
1. Policeman	1. Policeman
2. Physician	2. Physician
3. Lawyer	3. Livestock farmer
4. Teacher	4. Teacher
5. Livestock Farmer	5. Lawyer

Observations:

1. The ranking of occupations in terms of importance to society are very similar by the sixth graders in all five schools.

2. Students, even at this level, have fixed attitudes about professional people being most important.

Conclusions:

1. Teachers need to expand their experiences in the classroom to emphasize the dignity of work as well as the individual.

3. STUDENT RANKING OF OCCUPATIONS

DATA COLLECTION FORM

A. Directions: Given below is a list of twenty occupations. Please rank these occupations according to their importance to society. No. 1 would be most important, No. 2 would be next important, and so on until you rank five (5) of the occupations.

List of Occupations to be ranked by students in Grades 6 & 9

1. Bank president
2. Barber or Beautician (rank only one)
3. Cabinet maker
4. Janitor
5. Lawyer
6. Livestock farmer
7. Office machine operator
8. Physician
9. Plumber
10. Policeman
11. Poultry farmer
12. Practical nurse
13. Sales person
14. Secretary
15. Stock clerk
16. Store manager
17. Teacher
18. Telephone operator
19. Truck driver
20. Waiter or Waitress (rank only one)

B. Directions: Given below is a list of twenty occupations. Please rank these occupations according to the amount of money you think each one makes. No. 1 would be the occupation that makes the most money, No. 2 would be the one that makes the next highest amount and so on until you rank five (5) of the occupations in terms of earnings.

LIST OF OCCUPATIONS TO BE RANKED BY STUDENTS IN GRADES 6 & 9

1. Bank president
2. Barber or Beautician (rank only one)
3. Cabinet maker
4. Janitor
5. Lawyer
6. Livestock farmer
7. Office machine operator
8. Physician
9. Plumber
10. Policemen
11. Poultry farmer
12. Practical nurse
13. Sales person
14. Secretary
15. Stock clerk
16. Store manager
17. Teacher
18. Telephone operator
19. Truck Driver
20. Waiter or Waitress (rank only one)

DATA COLLECTION FORM

C. Directions: Given below are a number of occupations. Look at these occupations and rank them in terms of which ones you would like to do. The one you would like to do most rank No. 1. The one you would next like to do rank No. 2, and so on until five (5) have been ranked.

LIST OF OCCUPATIONS TO BE RANKED BY STUDENTS IN GRADES 6 & 9

1. Bank president
2. Barber or Beautician (rank only one)
3. Cabinet maker
4. Janitor
5. Lawyer
6. Livestock farmer
7. Office machine operator
8. Physician
9. Plumber
10. Policeman
11. Poultry farmer
12. Practical nurse
13. Sales person
14. Secretary
15. Stock clerk
16. Store manager
17. Teacher
18. Telephone operator
19. Truck driver
20. Waiter or Waitress (rank only one)

BEST COPY AVAILABLE

COMPONENT NO. 3: STUDENT RANKING OF OCCUPATIONS

Objective: 3A: To identify the attitudes of students in response to which occupations are most important to society.

3B: To identify the student's knowledge of who makes the most money by occupations.

3C: To identify the students occupational preference at their particular age level.

Procedure: 3A: All the students were asked to rank the importance of 20 occupations to society in rank order from 1 to 5 (1 being the most important).

3B: All the students were asked to rank the same 20 occupations in order of how much each made. They had to rank 1 to 5 (1 being the highest).

3C: All the students were asked to rank the same 20 occupations in order of their occupational preference at this point in their life. They had to rank from 1 to 4 (1 being the highest).

RESULTS OF PRE TEST AND POST TEST FOR SIXTH GRADE LEVEL:

3A: Student Ranking of Occupations according to their importance to society.

Centennial	pre (30)	post (49)	Emerson-Hubbard	pre (41)	post (41)
1.	Policeman	1. Lawyer	1. Bank President	1.	Policeman
2.	Teacher	2. Teacher	2. Lawyer	2.	Doctor
3.	Livestock Farmer	3. Policeman	3. Doctor	3.	Livestock farmer
4.	Doctor	4. Doctor	4. Policeman	4.	Lawyer
5.	Telephone Operator (tie) Bank President	5. Livestock farmer (tie) Practical Nurse	5. Teacher	5.	Teacher

component #3, continued

Henderson	pre (33)	post (37)
1.	Bank President Nurse	Teacher
2.	Lawyer	Policeman
3.	Doctor	Livestock farmer
4.	Policeman	Lawyer
5.		Doctor

Wilford	pre (58)	post (59)
1.	Bank President	Doctor
2.	Lawyer	Policeman
3.	Doctor	Teacher
4.	Policeman	Lawyer
5.	Nurse (tie) Teacher	Livestock farmer

Seward	pre (113)	post (120)
1.	Policeman	Policeman
2.	Doctor	Doctor
3.	Lawyer	Livestock Farmer
4.	Teacher	Teacher
5.	Livestock farmer	Lawyer

Observations:

1. The ranking of occupations in terms of importance to society are very similar by the sixth graders in all five schools.

2. Students even at this level have fixed attitudes about professional people or professional work roles being most important.

3. The following occupations were consistently ranked in the top 5 as to their importance to society: (all 5 schools)
1. Policeman 2. Doctor 3. Teacher 4. Lawyer 5. Livestock farmer

Conclusions:

1. Teachers need to expand their experiences in the classroom to emphasize the dignity of work as well as the dignity of the individual.

2. Students develop fixed attitudes towards the work ethic in their early years of life.

3. People roles and work roles should become an integral part of our elementary education programs.

Component #3 continued

3B: Student Ranking of occupations according to money made

Results for Sixth Grade Level

Centennial	pre (30)	post (49)
1.	Lawyer	Bank President
2.	Doctor	Policeman
3.	Bank President	Doctor
4.	Policeman	Lawyer
5.	Teacher	Livestock farmer

Emerson Hubbard	(41)	(41)
1.	Lawyer	Bank president
2.	Bank President	Doctor
3.	Doctor	Lawyer
4.	Policeman	Policeman
5.	Teacher	Teacher and Store manager

Henderson	(33)	(37)
1.	Bank President	Bank President
2.	Lawyer	Doctor
3.	Doctor	Policeman
4.	Policeman	Teacher
5.	Teacher	Store manager

Milford	(58)	(58)
1.	Bank President	Lawyer
2.	Lawyer	Bank president
3.	Doctor	Doctor
4.	Teacher	Policeman
5.	Policeman	Livestock farmer

Seward	(113)	(120)
1.	Lawyer	Bank President
2.	Bank president	Doctor
3.	Doctor	Lawyer
4.	Policeman	Policeman
5.	Teacher	Practical Nurse

Component #3 continued

Observations:

1. Teachers and Policeman rank rather high according to money made.

2. Very few technical or trade occupations listed in top five according to money made.

Conclusions:

1. Each local educational system must provide occupational information to its students during their 13 years of education.

2. Each local education system must provide occupational information not only for the professional occupations but also the technical trade occupations.

3C: Student Ranking of Occupations according to Occupational Preference

Results for Sixth Grade Level:

Centennial (30)	(49)	Emerson-Hubbard (41)	(41)
1. Teacher	1. Teacher	1. Livestock farmer	1. Livestock farmer
2. Secretary	2. Lawyer	2. Teacher	2. Lawyer
3. Nurse	3. Waiter or waitress	3. Truck Driver	3. Doctor, Teacher
4. Waiter/Waitress	4. Livestock farmer	4. Secretary	4. Office machine operator, sales person
5. Bank President, Lawyer	5. Barber or Beautician		

Wilford (58)	(58)	Henderson (33)	(37)
1. Teacher	1. Teacher	1. Secretary	1. Lawyer or secretary
2. Secretary	2. Practical nurse	2. Teacher, nurse	2. Bank president
3. Bank President, Doctor	3 secretary	3. Livestock farmer	3. Doctor, Policeman
4. Nurse	4. Bank president, Barber, Lawyer	4. Barber or Beautician, Lawyer, Truck Driver, Waiter or waitress	4. Teacher
			5. Waiter or Waitress

component #3 continues

Seward (113)	(120)
1. Teacher	1. Teacher
2. Lawyer	2. Lawyer
3. Truck Driver	3. Bank President
4. Livestock Farmer	4. Doctor
5. Doctor	5. Secretary

Observations:

1. Why does the teaching profession rank high in occupational preference during early childhood and rather low when the student graduates?

2. The teacher and doctor rank high in terms of occupational preference at this grade level because these two occupations are familiar to students. They have had contact with teachers and doctors.

Conclusions:

1. The students vocational aspirations may be coming more realistic even at the sixth grade level. These responses are very similar to the ninth grade responses in terms of ranking of occupations.

RESULTS OF PRE TEST AND POST TEST FOR NINTH GRADE LEVEL:

3A: Importance to Society

Centennial (61)	(56)	Emerson-Hubbard (68)	(72)
1. Doctor	1. Doctor	1. Secretary	1. Doctor
2. Policeman	2. Livestock farmer	2. Nurse	2. Livestock farmer, Policeman
3. Teacher	3. Teacher	3. Teacher	3. Teacher
4. Livestock farmer	4. Policeman	4. Livestock farmer	4. Lawyer
5. Lawyer	5. Lawyer	5. Doctor	5. Bank president

component #3 continued

Henderson	pre (42)	post (42)
1.	Doctor	Teacher
2.	Teacher	Policeman
3.	Policeman	Livestock farmer
4.	Lawyer	Lawyer
5.	Livestock farmer	Doctor

Wilford	pre (50)	post (49)
1.	Doctor	Lawyer
2.	Policeman	Doctor
3.	Lawyer	Bank president
4.	Bank president	Store manager
5.	Teacher	Teacher

Seward	pre (131)	post (111)
1.	Policeman	Doctor
2.	Doctor	Policeman
3.	Teacher	Teacher
4.	Lawyer	Livestock farmer
5.	Livestock farmer	Lawyer

****

RESULTS FOR NINTH GRADE LEVEL:

3B: Ranking of Occupations according to money made

Centennial	(61)	(56)
1.	Lawyer	Doctor
2.	Doctor	Lawyer
3.	Bank President	Bank President
4.	Livestock farmer	Livestock farmer
5.	Policeman, Nurse	Teacher

Emerson-Hubbard	(68)	(72)
1.	Bank president, Lawyer	Lawyer, Doctor
2.	Doctor	Bank president
3.	Teacher	Teacher
4.	Policeman, Nurse	Livestock farmer
5.	Secretary	Practical nurse

component #3 continued

Henderson (42)	(42)	Milford (50)	(50)
1. Lawyer	1. Bank president	1. Lawyer	1. Lawyer
2. Bank President	2. Doctor	2. Bank president	2. Doctor
3. Doctor	3. Lawyer	3. Doctor	3. Bank president
4. Store manager	4. Livestock farmer	4. Store manager	4. Store manager
5. Teacher	5. Store manager	5. Truck Driver	5. Truck Driver

Seward (131)	(111)
1. Livestock farmer	1. Doctor
2. Bank president	2. Lawyer
3. Doctor	3. Bank president
4. Policeman	4. Plumber
5. Teacher	5. Truck Driver

****

30: Students Occupational Preference

Centennial (61)	(56)	Emerson-Hubbard (68)	(72)
1. Livestock farmer, secretary	1. Livestock farmer	1. Secretary	1. Secretary
2. Teacher	2. Teacher	2. Nurse	2. Teacher
3. Lawyer	3. Lawyer, truck Driver	3. Teacher	3. Practical nurse
4. Sales person	4. Doctor	4. Livestock farmer	4. Barber, livestock farmer, Doctor
	5. Secretary, Cabinet Maker	5. Doctor	

Henderson (42)	(42)	Milford (50)	(40)
1. Secretary	1. Store manager	1. Teacher, Lawyer	1. Lawyer, Doctor
2. Lawyer	2. Barber, Beautician	2. Bank president	2. Policeman, Secretary, Truck Driver
3. Teacher	3. Lawyer	3. Doctor, Store Manager	3. Bank president
4. Nurse	4. Nurse		4. Livestock farmer, sales person
5. Waiter, Waitress	5. Waiter, waitress		

component #3 continued

Seward (131)	(111)
1. Teacher	1. Teacher
2. Lawyer	2. Secretary
3. Secretary	3. Lawyer
4. Doctor	4. Doctor
5. Bank President	5. Nurse

Ninth Grade Level:

Observations:

1. The ranking of occupations in terms of importance to society are very similar by the ninth graders in all five schools.

They were very consistent in ranking in the top five the following occupations:

a. Doctor
b. Lawyer
c. Teacher
d. Livestock Farmer
e. Policeman

2. The ninth grade responses are very similar to the sixth grade responses in ranking of occupations according to importance to society.

3. The ninth grade responses to ranking of occupations according to money made is also very consistent to the sixth grade responses.

4. The professional occupations was identified by the ninth grade students from the five schools as having high occupational preference for the groups.

CONCLUSIONS:

1. Both sixth and ninth grade responses to ranking of occupations according to money made identified the professional occupations as making the most money.

2. The K-12 educational program at each of the five schools needs to emphasize the dignity of the individual as well as the dignity of many types of work roles.

3. The K-12 educational program needs to assist students in becoming aware of many other types of occupations. Occupational information should be an integral part of the instructional program.

COUNSELORS RANKING OF OCCUPATIONS

High School Counselor's from 25 schools in Nebraska were given the same instrument for ranking of occupations as the students. These counselors represented schools throughout the state of Nebraska.

RESULTS OF COUNSELOR RANKING OF OCCUPATIONS

3A Rank Order: Top five (5) in rank order of occupations according to their importance to society.

1. Livestock farmer (21 of 25 counselors stated that the livestock farmer was one of the top 5 occupations in terms of importance to society)
2. Teacher
3. Policeman
4. Bank President
5. Lawyer

3B Rank Order: Top five (5) in rank order of occupations according to the amount of money each occupational area makes.

1. Lawyer and Physician (tie) (All 25 counselors stated that the lawyer or physician were in the top 5 occupations in terms of money made).
2. Bank President (24 of the 25 counselors)
3. Plumber
4. Truck Driver
5. Livestock Farmer

**None of the counselors stated that the teacher was one of the top five (5) in terms of money made.

3C Rank Order: Top five (5) in rank order of occupations according to what they would like to do (occupational preference)

1. Teacher (24 of the 25 counselors stated that would be their preference).
2. Lawyer or Physician (tie)
3. Bank President or Livestock Farmer, or Store manager (tie).

4. LIST OF OCCUPATIONS YOU KNOW SOMETHING ABOUT

Name of School _____ Date _____ Grade _____

Age _____ Boy or Girl _____

Directions: We would like you to list the jobs that you know something about. Please list all the jobs that you have learned something about from your counselor, in classes, studying occupational material, watching films, visiting the job, or in other ways.

Jobs	Jobs
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Jobs

Jobs

COMPONENT NO. 4: LIST OF OCCUPATIONS YOU KNOW SOMETHING ABOUT

Objective: To evaluate the awareness of students to occupations in the world of work.

Procedure: Each student was asked to list the jobs or occupations they knew something about through their teachers, parents, counselors, or friends.

RESULTS OF PRE TEST AND POST TEST EVALUATION:

5th Grade Level:

School	Test	Range	Total Students Tested	(pre test) Average No. Listed	(post test) Average No. Listed
Seward	pre	78-12	104	49.5 jobs	37.5 jobs
	post	100-1			
Emerson-Hubbard	pre	91-8	38	38.8 jobs	38.8 jobs
	post	108-5			
Henderson	pre	81-7	31	37.2 jobs	45.3 jobs
	post	72-19			
Milford	pre	63-3	56	27.7 jobs (both elem. schools)	48.6 jobs
	post	95-6			
				14.3 jobs (Pleasant Dale)	33.8 jobs
Centennial	pre	36-4	29	15.5 jobs	
	post	60-8			

7th Grade Level:

Emerson-Hubbard	pre	85-10	41	46.9 jobs	33.3 jobs
	post	62-4			
Milford	pre	81-8	60	37.0 jobs	57.3 jobs
	post	91-15			
Seward	pre	76-11	98	36.1 jobs	27.4 jobs
	post	92-6			
Henderson	pre	54-9	45	29.1 jobs	48.5 jobs
	post	84-25			
Centennial	pre	80-2	39	22.5 jobs	9.3 jobs
	post	25-0			

component #4 continued

Observations:

1. The students in each of the five sites were given unlimited amount of time to list jobs.

2. Several students listed tasks within a job title rather than job titles.

Conclusions:

1. All the 5th and 7th graders were very consistent in the average number of jobs listed in the pre and post test except for students with the Milford Public Schools. There was a very significant increase in awareness of occupations of students in the Milford Public Schools within the last school year. This can be attributed to the instructional program which has been developed around the concept of career awareness.

2. We assume that with the mass media of television, the population which probably watches it the most is not very aware of the different types of work roles in our society.

3. There is a tremendous need to relate the school's subject matter to the world of work. Career awareness as an important part of career development must be emphasized and developed in the rural high school also.

4. The professional teaching staff (K-12) must also become aware of resources in their community to assist their students in becoming aware of the world of work.

5. The local educational program must become community based to utilize other resources in the regular classroom which will assist students in their vocational development.

5. OCCUPATIONAL AND EDUCATIONAL INFORMATION TEST

Do not write on this test booklet

Some items on this test should be easy for you, while some may be too hard. If you are in the elementary school or in the lower grades of the junior high school, you are not expected to answer all items. Read all the items and answer all of them you can. It is all right to guess when you are not sure. Your score will be the number you get right.

At the top of the Answer Sheet give the information called for.

Some of the following statements are true and some are false. Check the appropriate space to the left of each item on this test.

SECTION 1

True	False		
X		1.	People who do useful work are producers.
X		2.	It is not the purpose of intelligence tests to prove that one is a sparkling genius or a hopeless dullard.
	X	3.	Teacher's salaries in Nebraska are lower than those in the surrounding states.
	X	4.	Bank employees are industrial workers.
X		5.	Workers produce goods and services.
	X	6.	Clerical workers have largely been replaced by machines.
	X	7.	There is really no difference between goods and services.
	X	8.	The testing of pupils for determining their vocational interests is a sure way to find what occupation each should enter.
X		9.	Interest in an occupation cannot guarantee quality of performance.
X		10.	Vocational satisfaction has nothing to do with how labor and management get along.
X		11.	A worker in any occupation works with one or more of the following: people, data, things.
X		12.	The selection of an occupation is one of the most important decisions a young man or woman must make.
	X	13.	Fortune tellers are dependable sources of occupational information and advice.

TRUE	FALSE		
		14.	Many rewarding jobs are available in areas of business, industry, and government which do not require a college education.
		15.	The terms "seasonal" and "tenure" have about the same meaning.
		16.	The mailman produces goods.
		17.	A high school senior need not know about other occupations after he has definitely decided what he wants to be.
		18.	A foreman in a garment factory works mostly with people and things.
		19.	Auto mechanics as an occupation is as appropriate for some as teaching is for others.
		20.	The shape of one's skull indicates specific aptitudes such as an aptitude for music or mathematics.
		21.	It is becoming more and more difficult to enter the professions of medicine and law.
		22.	There has been a decrease during the past twenty years in the demand for plumbers.
		23.	The U.S. Census Job Classification and the Dictionary of Occupational Titles Classification are the same.
		24.	There are professional jobs in forestry.
		25.	Many students who start to college do not finish.
		26.	After a job has been obtained, personal appearance has no further influence.
		27.	There is little opportunity in Nebraska for a high school graduate to secure further vocational training.
		28.	The term "profession" is applied to an occupation which requires a considerable amount of education and training and which has a high code of ethics.
		29.	Secretarial work is classified as a service occupation.
		30.	The first three numbers in the DOT six-digit code indicate the occupational group arrangement.
		31.	Learning how to get along with your teachers is as much preparation for occupational life as learning vocational skills.
		32.	Labor unions have no purpose other than financing strikes.
		33.	Today, 80% of high school graduates have an opportunity to go to college and should take advantage of it.

TRUE	FALSE		
___	X	34.	Except for teaching, nursing, and office work, there are few occupations open to women.
___	X	35.	The certified public accountant works mostly with data.
X	___	36.	Clerical occupations include telephone operators and some bank employees.
X	___	37.	More jobs are lost because of not being able to work with others than because of a lack of skills.
X	___	38.	All honest work is honorable, important, has dignity, and can be a status job for some worker.
X	___	39.	An interest in some hobby often helps a person in his choice of a career.
___	X	40.	Many of the clerical occupations are of the blind-alley type--they lead nowhere.
X	___	41.	Hospital attendant is considered to be a high increase occupation now and through 1975.
___	X	42.	An apprentice is one who has mastered his trade.
___	X	43.	Most workers in bench work occupations are paid on an hourly rate.
___	X	44.	A farmer produces services.
___	X	45.	Labor unions are opposed to collective bargaining.
___	X	46.	An air stewardess must be a registered nurse.
X	___	47.	Messenger service is frequently called a "blind-alley" job.
X	___	48.	Stenographers usually receive higher salaries than secretaries.
___	X	49.	A student graduating from a school of accountancy receives a C.P.A.
___	X	50.	A notary public is one who has been authorized to audit books.
X	___	51.	War veterans are usually given preference in civil service appointments.
___	X	52.	Federal civil service employees are requested to be active in politics.
X	___	53.	Economics is a social science.
X	___	54.	The dictionary of Occupational Titles is printed in three volumes.
___	X	55.	Nearly all truck drivers work for the government.
X	___	56.	One of the best ways for a worker to make progress on his job is to give a full day's work for a full day's pay.

SECTION 2

Four possible answers are given to each of the questions or statements on this section of the test. Please check the appropriate space to the left of each item on this part of the test.

57. One might train to be a beautician by:
_____ a. apprenticeship
_____ b. attending college one or more years.
__x__ c. attending a special school
_____ d. taking informal training from licensed operator

58. The largest percent of people who are fired lose their jobs because of:
_____ a. lack of vocational training
_____ b. insufficient knowledge of fundamental processes
_____ c. over-crowded labor market
__x__ d. poor personality adjustment

59. Which of the following is not a Health Occupation:
_____ a. dentist
__x__ b. actuary
_____ c. dietitian
_____ d. sanitarian

60. Which job pays the highest income:
_____ a. teacher
_____ b. barber
_____ c. bank employees
__x__ d. licensed plumber

61. A person who performs delicate operations on the eye is an:
_____ a. optometrist
_____ b. optician
__x__ c. opthalmologist
_____ d. ornithologist

62. A high degree of social ability is most important for a:
_____ a. bookkeeper
_____ b. telephone operator
_____ c. paperhanger
__x__ d. salesman

63. Carpenters are organized into a:
_____ a. company union
__x__ b. craft union
_____ c. open shop
_____ d. industrial union

64. Such service as that performed by engineers, physicians, and lawyers is called:
_____ a. personal
__x__ b. professional
_____ c. domestic
_____ d. mechanical

65. People who make their living buying and selling what others produce are engaged in:
____ a. manufacturing
____ b. public service
__X__ c. trade
____ d. transportation

66. The most dependable place to get occupational information is from a:
____ a. phrenologist
____ b. palmist
__X__ c. school counselor
____ d. fortune teller

67. Which of these jobs requires a college education:
____ a. farmer
____ b. secretary
____ c. electrician
__X__ d. county agent

68. Which one of the following jobs is not a service occupation?
____ a. beauty operator
____ b. mail carrier
__X__ c. carpenter
____ d. firemen

69. Which is not a purpose of the labor unions?
____ a. better pay for workers
____ b. better working conditions
____ c. collect membership dues
__X__ d. encourage violence if employer refuses to pay high wages.

70. Which of the following groups of occupations would require the greatest degree of social intelligence?
____ a. agricultural
____ b. mechanical
__X__ c. merchandising
____ d. clerical

71. Which of the following occupations would be taught at a vocational-technical school?
____ a. law
__X__ b. secretary
____ c. engineering
____ d. teacher

72. Which of the following occupations requires the highest degree of scholastic aptitude?
____ a. musician
__X__ b. engineer
____ c. barber
____ d. teacher

73. Which of the following is the most effective means of training for a vocation?
_____ a. observation
__b__ b. experience
_____ c. use of movie films
_____ d. participation in extra-curricular activities

74. When seeking employment, one of the following will cost you more than any of the others. Which one?
_____ a. job-wanted ads
_____ b. public employment agencies
_____ c. direct contact with employers
__X__ d. private employment agencies

75. Which of the following occupations can a high school graduate go into as an apprentice?
_____ a. accountant
__b__ b. brickmason
_____ c. teacher
_____ d. minister

76. Which of the following would generally be found in highway construction?
_____ a. ceramic engineer
_____ b. mechanical engineer
__c__ c. civil engineer
_____ d. chemical engineer

77. The best way to keep a job and make advancement is to:
_____ a. borrow money from the employer
_____ b. tell everyone how much you need the job
_____ c. make sure your boss knows how you feel about things.
__b__ d. be on the job regularly and work hard.

78. Which of the following is a "don't" for a job seeker? Which one does not belong or is the exception?
_____ a. assume an air of confidence
__X__ b. display a feeling of inferiority
_____ c. make plenty of applications
_____ d. try to be optimistic in your attitude

79. Which of the following is not considered a vocational education course?
_____ a. Trade and Industrial Education
__X__ b. Economic Education
_____ c. Office Education
_____ d. Distributive Education

80. Homes are built by all but one of the following. Which one?
_____ a. carpenters
__X__ b. appraisers
_____ c. electricians
_____ d. plumbers

81. Which of the following government organizations has for its primary purpose that of assisting workers to secure jobs?
_____ a. TVA
_____ b. USOE
_____ c. USTES
__X__ d. OEO

82. The best way to enter such trades as carpentry and masonry is to:
_____ a. attend college
__X__ b. enter apprenticeship training
_____ c. use influential friends
_____ d. join a union

83. High school students should select their courses over a four year period according to:
_____ a. their occupational choice if there is one
_____ b. their parents' desires
_____ c. their friends desires
_____ d. how easy or how difficult the courses are

84. A high increase occupation is one that is expected to increase 50% or more between 1964 and 1975. Which one of the following is not a high increase occupation?
_____ a. stock clerk
_____ b. office machine operator
__X__ c. farm managers
_____ d. practical nurses

85. Which of the following is a good source of information about yourself and your future possibilities?
_____ a. astrology
_____ b. palmistry
__X__ c. psychology
_____ d. phrenology

86. Which of the following needs a knowledge of science (biology, chemistry, etc.) most?
__X__ a. a nurse
_____ b. an auto mechanic
_____ c. a telegraph operator
_____ d. a cabinet maker

87. Which of the following describes what the veterinarian does?
_____ a. manages a large farm
_____ b. takes care of veterans
__X__ c. takes care of sick animals
_____ d. treats diseased trees

88. Which of the following workers has the greatest need for speaking clearly and convincingly?
_____ a. taxi driver
_____ b. librarian
_____ c. bank teller
__X__ d. radio announcer

89. To become a radio and TV serviceman you must:
____ a. start as a helper
____ b. to be able to design equipment
_X_ c. study electronics
____ d. be able to build equipment

90. To become a bookkeeper you must:
____ a. have a pleasing personality
____ b. go to IBM school
____ c. be able to take dictation
_X_ d. be good with numbers

91. To become a newspaper reporter you must:
____ a. love to work with people
____ b. pass a civil service test
_X_ c. be a good writer
____ d. like to work indoors

92. Which of the following is an example of a seasonal job?
____ a. beauty operator
____ b. telephone operator
_X_ c. berry picker
____ d. factory worker

93. You must get a Social Security Card:
____ a. every time you take a new job
_X_ b. before you start your first job
____ c. after you have worked five years
____ d. after you have worked one year

COMPONENT NO. 5: OCCUPATIONAL AND EDUCATIONAL INFORMATION TEST

Objective: To assess the knowledge the students have of the world of work (Technical and General knowledge).

Procedure: This component was administered to a total of 640 students enrolled in the 10th and 11th grades at the five school sites in May, 1972. The same component was administered to the same student population when they were 11th and 12th graders at the five school sites (May, 1973.)

RESULTS OF PRE TEST EVALUATION:

10th Grade Level

(Pre and Post Test Results)

School	Test	Range H-L	Total Tested	Percent Correct	(93 possible correct) Average # Correct
Henderson	pre	76-47	34	71	66.0 correct
	post	78-39			65.0 correct
Seward	pre	82-32	155		65.6 correct
	post	80-23			66.0 correct
Emerson-Hubbard	pre	78-30	40		62.2 correct
	post	78-36			65.0 correct
Milford	pre	80-46	47		62.1 correct
	post	78-27			60.0 correct
Centennial	pre	78-35		66	61.7 correct
	post	81-51			65.0 correct

component #5 continued

School	Test	11th Grade Level H-L Range	Total Tested	Percent Correct	(93 possible correct) Average # Correct
Henderson	pre	78-52	51	72	67.2 correct
	post	82-61			73.0 correct
Emerson Hubbard	pre	79-55	62		66.6 correct
	post	81-55			70.0 correct
Centennial	pre	81-41	71		65.9 correct
	post	81-35			64.0 correct
Milford	pre	80-42	35		63.7 correct
	post	79-51			67.0 correct
Seward	pre	77-43	84	68	63.5 correct
	post	85-49			69.6 correct

++++++

6. SCHOOL SENTIMENT INDEX

A. Intermediate Level

Directions: On your answer sheet please show whether each of these sentences is true or untrue for you by marking "true" if the sentence is true or "untrue" if it is not true.

For example:

	True	Untrue	
1.	( )	( )	1. My class is too easy.
2.	( )	( )	2. I'd like to stay at my school always.

There are no right or wrong answers, so respond to each item as honestly as you can.

---

1. Other children bother me when I'm trying to do my school work.
2. My teacher always tells me when she is pleased with my work.
3. My teacher is interested in the things I do outside of school.
4. Each morning I look forward to coming to school.
5. In our class, we often get a chance to make decisions together.
6. I often feel rushed and nervous in school.
7. There are many different activities at school from which I can choose what I would like to do.
8. My teacher gives me work that is too easy.
9. The principal of my school is friendly toward the children.
10. In school I have to remember too many facts.
11. I like to do school work at home in the evenings.
12. My teacher doesn't understand me.
13. I often get headaches at school.
14. My teacher treats me fairly.
15. I really like working with the other children in my class.

16. I like trying to work difficult puzzles.

17. When I have a problem on the playground at recess, I know I can find a nice teacher to help me.

18. My teacher grades me fairly.

19. I feel like my teacher doesn't like me when I do something wrong.

20 I feel unhappy if I don't learn something new in school each day.

21. I know what my teacher expects of me.

22. I want to be a very good student.

23. I often feel lost at school.

24. Older children often boss my friends and me around at my school.

25. I would rather eat lunch at home than at school.

26. The children in my class nearly always obey the teacher.

27. We change from one subject to another too often in my class.

28. I like my teacher.

COMPONENT NO. 6: SCHOOL SENTIMENT INDEX

Objective: To identify the attitudes students have about their school program.

Procedure: Student who were identified as having problems in school were given this attitudinal index. The students in grades 5, 7, and 10 at Henderson and Milford were all tested. There were only 5 students from Centennial, Emerson-Hubbard, and Seward tested.

Test 6A was administered to 5th and 7th graders.

Test 6B was administered to 10th graders.

RESULTS OF ITP TEST AND POST TEST EVALUATION: 6A--Intermediate Level (5th Grade and 7th Grade)

5th GRADE

Students		Centennial (5)		Emerson (5)		Henderson (42)		Milford (54)		Seward (10)		Sentence
		(totals given are percentages)										
		T	U	T	U	T	U	T	U	T	U	
5th	pre	80	20	60	40	65	35	65	35	80	20	1. Other children bother me when I'm trying to do my school work.
	post	60	40			38	62	43	57	42	58	
5th	pre	60	40	60	40	50	50	49	51	60	40	
	post	60	40			31	69	79	21	58	42	2. My teacher always tells me when she is pleased with my work.
5th	pre	20	80	40	60	47	53	34	66	50	50	3. My teacher is interested in the things I do outside of school.
	post	40	60			48	52	54	46	58	42	
5th	pre	60	40	80	20	52	48	45	55	50	50	4. Each morning I look forward to coming to school.
	post	60	40			38	62	49	51	67	33	
5th	pre	40	60	60	40	81	19	65	35	50	50	5. In our class, we often get a chance to make decisions together.
	post	100	0			86	14	82	18	92	8	
5th	pre	80	20	20	80	60	40	48	52	60	40	6. I often feel rushed and nervous in school.
	post	60	40			31	69	29	71	8	92	
5th	pre	0	100	80	20	26	74	40	60	75	25	7. There are many different activities at school from which I can choose what I would like to do.
	post	60	40			45	55	53	47	58	42	
5th	pre	0	100	0	100	6	94	11	89	25	75	8. My teacher gives me work that is too easy.
	post	0	100			10	90	9	91	0	100	
5th	pre	100	0	100	0	97	3	72	28	80	20	9. The principal of my school is friendly toward the children.
	post	100	0			72	28	69	31	100	0	
5th	pre	100	0	40	60	39	61	34	66	20	80	10. In school I have to remember too many facts.
	post	60	40			38	62	24	76	0	100	

5th Grade

Students		Centennial (5)		Emerson (5)		Henderson (42)		Milford (54)		Seward (10)		Sentence
		T	U	T	U	T	U	T	U	T	U	
5th	pre	40	60	40	60	35	65	17	83	20	80	11. I like to do school work at home in the evenings.
	post	40	60			17	83	14	86	67	33	
5th	pre	33	67	0	100	29	71	22	78	20	80	12. My teacher doesn't understand me.
	post	0	100			28	72	16	84	17	83	
5th	pre	80	20	20	80	19	81	48	52	60	40	13. I often get headaches at school.
	post	20	80			24	76	32	68	8	92	
5th	pre	100	0	100	0	81	19	81	19	50	50	14. My teacher treats me fairly.
	post	100	0			79	21	83	12	100	0	
5th	pre	80	20	100	0	94	6	92	8	80	20	15. I really like working with the other children in my class.
	post	100	0			93	7	87	13	100	0	
5th	pre	80	20	80	20	77	23	52	48	60	40	16. I like trying to work difficult puzzles.
	post	40	60			72	28	70	30	83	17	
5th	pre	80	20	100	0	70	30	55	45	20	80	17. When I have a problem on the playground at recess, I know I can find a white teacher to help me.
	post	80	20			55	45	67	33	100	0	
5th	pre	80	20	100	0	77	23	79	21	60	40	18. My teacher grades me fairly.
	post	100	0			66	34	89	11	100	0	
5th	pre	20	80	40	60	65	35	46	54	60	40	19. I feel like my teacher doesn't like me when I do something wrong.
	post	20	80			54	46	34	66	50	50	
5th	pre	40	60	60	40	39	61	26	74	20	80	20. I feel unhappy if I don't learn something new in school each day.
	post	20	80			18	82	13	87	33	67	
5th	pre	100	0	80	20	94	6	66	34	80	20	21. I know what my teacher expects of me.
	post	100	0			79	21	89	11	75	25	
5th	pre	100	0	100	0	97	3	89	11	80	20	22. I want to be a very good student.
	post	80	20			89	11	95	5	100	0	

5th Grade

Students		Centennial (5)		Emerson (5)		Henderson (42)		Milford (54)		Seward (10)		Sentence
		T	U	T	U	T	U	T	U	T	U	
5th	pre	40	60	0	100	19	81	33	67	20	80	23. I often feel lost at school.
	post	20	80			24	76	14	86	8	92	
5th	pre	60	40	20	80	48	52	41	59	40	60	24. Older children often boss my friends and me around at my school.
	post	20	80			28	72	28	72	33	67	
5th	pre	50	50	20	80	47	53	50	50	20	80	25. I would rather eat lunch at home than at school.
	post	20	80			48	52	39	61	33	67	
5th	pre	80	20	80	20	65	35	36	64	20	80	26. The children in my class nearly always obey the teacher.
	post	80	20			45	55	63	37	75	25	
5th	pre	40	60	0	100	61	39	29	71	60	40	27. We change from one subject to another too often in my class.
	post	20	80			14	86	27	73	17	83	
5th	pre	100	0	100	0	93	7	92	8	80	20	28. I like my teacher
	post	100	0			66	34	96	4	100	0	

7th Grade Component No1 6A

Student		Centennial		Emerson		Henderson		Milford		Seward		Sentence
		T	U	T	U	T	U	T	U	T	U	
7th	pre	80	20	80	20	62	38	29	71	40	60	1. Other children bother me when I'm trying to do my school work.
	post	21	79	38	62	78	22	32	68	40	60	
	pre	20	80	40	60	47	53	55	45	40	60	2. My teacher always tells me when she is pleased with my work.
	post	7	93	55	45	11	89	23	77	60	40	
	pre	20	80	0	100	27	73	32	68	0	100	3. My teacher is interested in the things I do outside of school.
	post	7	93	21	79	28	72	28	72	60	40	
	pre	80	20	20	80	24	76	25	75	0	100	4. Each morning I look forward to coming to school
	post	14	86	10	90	33	67	38	62	60	40	
	pre	60	40	60	40	89	11	68	32	100	0	5. In our class, we often get a chance to make decisions together.
	post	100	0	45	55	67	33	88	12	90	10	
	pre	80	20	60	40	49	51	53	47	80	20	6. I often feel rushed and nervous at school.
	post	36	64	80	20	50	50	48	52	10	90	
	pre	60	40	20	80	53	47	73	27	60	40	7. There are many different activities at school from which I can choose what I would like to do.
	post	50	50	62	38	61	39	62	38	50	50	
	pre	0	100	0	100	11	89	10	90	0	100	8. My teacher gives me work that is too easy.
	post	7	93	0	100	0	100	14	86	0	100	
	pre	100	0	60	40	36	64	49	51	80	20	9. The principal of my school is friendly toward the children.
	post	29	71	52	48	67	33	53	47	100	0	
	pre	60	40	100	0	56	44	40	60	40	60	10. In school I have to remember too many facts.
	post	36	64	62	38	50	50	55	45	0	100	
	pre	40	60	20	80	30	70	28	72	0	100	11. I like to do school work at home in the evenings.
	post	14	86	10	90	22	78	23	77	60	40	
	pre	60	40	40	60	27	73	26	74	20	80	12. My teacher doesn't understand me.
	post	50	50	40	60	50	50	23	77	20	80	

7th Grade Component No. 62

Student		Centennial		Emerson		Henderson		Milford		Seward		Sentence
		T	U	T	U	T	U	T	U	T	U	
7th	pre	60	40	40	60	20	80	36	64	80	20	13. I often get headaches at school.
	post	29	71	25	75	44	56	39	61	10	90	
	pre	80	20	100	0	89	11	86	14	60	40	14. My teacher treats me fairly.
	post	79	21	80	20	82	18	81	19	100	0	
	pre	80	20	100	0	89	11	78	22	80	20	15. I really like working with the other children
	post	93	7	90	10	71	29	83	17	100	0	in my class.
	pre	60	40	40	60	60	40	62	38	40	60	16. I like trying to work difficult puzzles.
	post	29	71	25	75	50	50	50	50	80	20	
	pre	80	20	40	60	29	71	60	40	60	40	17. When I have a problem on the playground at
	post	7	93	30	70	39	61	63	37	100	0	recess, I know I can find a nice teacher to help me.
	pre	100	0	60	40	87	13	85	15	100	0	18. My teacher grades me fairly.
	post	93	7	75	25	72	28	79	21	100	0	
	pre	40	60	20	80	77	23	45	55	60	40	19. I feel like my teacher doesn't like me
	post	36	64	58	42	72	28	49	51	50	50	when I do something wrong.
	pre	60	40	20	80	29	71	29	71	0	100	20. I feel unhappy if I don't learn something
	post	0	100	5	95	6	94	19	81	30	70	new in school each day.
	pre	80	20	60	40	76	24	74	26	80	20	21. I know what my teacher expects of me.
	post	71	29	62	38	61	39	80	20	80	20	
	pre	100	0	80	20	86	14	95	5	100	0	22. I want to be a very good student.
	post	93	7	90	10	100	0	95	5	100	0	
	pre	40	60	20	80	41	59	39	61	60	40	23. I often feel lost at school.
	post	79	21	20	80	22	78	27	73	10	90	
	pre	60	40	100	0	57	43	43	57	60	40	24. Older children often boss my friends and me
	post	57	43	55	45	50	50	45	55	40	60	around at my school.

7th Grade

Students		Centennial		Emerson		Henderson		Milford		Seward		Sentence
		T	U	T	U	T	U	T	U	T	U	
7th	pre	20	80	100	0	57	43	64	36	80	20	25. I would rather eat lunch at home than at school.
	post	36	64	90	10	61	39	61	39	30	70	
	pre	80	20	80	20	58	42	51	49	60	40	26. The children in my class nearly always obey the teacher.
	post	7	93	38	62	39	61	63	37	80	20	
	pre	60	40	40	60	33	67	27	73	40	60	27. We change from one subject to another too often in my class.
	post	43	57	40	60	11	89	33	67	20	80	
	pre	100	0	0	100	78	22	64	36	100	0	28. I like my teacher.
	post	43	57	38	62	78	22	82	18	100	0	

Observations: (6A--Intermediate Level)

1. The results of the attitudinal study may be very insignificant for the schools which used a student population of only 5. These five (5) students were to be identified as students who were having problems in the regular school program.

2. The results will be more significant where the total grade level population was administered the Sentiment Index (Henderson and Milford).

General Conclusions:

Students at the fifth (5th) and seventh (7th) grade levels stated the following:

1. They often get a chance to make decisions in their class.

2. Teachers do not give work which is too easy.

3. The principal of their school was friendly toward the students.

4. Students do not like to do homework in the evenings.

5. Most students feel that teachers understand them.

6. Most students feel that teachers treat them fairly.

7. Most students feel that teachers grade them fairly.

8. Most students know what their teachers expect of them.

9. All students want to be good students.

10. Most students don't feel lost at school.

11. Most students like their teachers.

6. SCHOOL SENTIMENT INDEX

B. Secondary Level

Directions: For each statement, indicate the extent to which you agree or disagree by marking the answer sheet:

A) if you strongly agree

B) if you agree

C) if you disagree

D) if you strongly disagree

For example:

1. My classes are too easy.

If you disagree with the statement you would mark C on the answer sheet as follows:

	A	B	C	D
1.	( )	( )	(X)	( )

There are no right or wrong answers, so respond to each item as honestly as you can.

---

1. I do my best in school.
2. My teachers are interested in the things I do outside of school.
3. Each morning I look forward to coming to school.
4. My teachers allow students some choice in what they study in class.
5. I often feel rushed and nervous at school.
6. Students here aren't very friendly.
7. My teachers try to make their subjects interesting to me.
8. I hate having to do homework.
9. If I did something wrong at school, I know I would get a second chance.
10. My teachers really like their subjects.
11. My teachers are personally concerned about me.
12. I think there is too much pressure in school.

component 6B. 10th Grade

RESULTS OF PRE TEST AND POST TEST EVALUATION:

(totals given in percentages)

School	Pop.	Strongly Agree		Agree		Disagree		Strongly Disagree	
1. I do my best in school.		pre	post	pre	post	pre	post	pre	post
Seward	10			30	30	60	70		
Milford	58	20		41	55	32	38		7
Centennial	5		60	78	40	22			
Henderson	35		12	49	55	37	33		
Emerson	5			100	44		56		
2. My teachers are interested in the things I do outside of school.									
Seward				30	33	40	67		
Milford		3		25	30	52	40	20	21
Centennial			22		22	80	56	20	
Henderson			4	33	15	38	30	29	49
Emerson			6	80	25	20	44		25
3. Each morning I look forward to coming to school.									
Seward				30	12	30	44	40	44
Milford				9	14	62	42	29	44
Centennial		25	11	25	34	44		50	11
Henderson		4	10	15	12	33	30	48	49
Emerson		6		40	18	40	35	20	41
4. My teachers allow students some choice in what they study in class.									
Seward				38	50	62	40		10
Milford		5	18	58	48	31	30	6	4
Centennial			11	40	67	60	12		
Henderson		4	10	51	55	24	17	21	18
Emerson		20		40	40	40	33		27
5. I often feel rushed and nervous at school.									
Seward		10	10	18	30	64	60		
Milford		11	6	47	37	36	36	6	21
Centennial		34		60	11	20	44	20	11
Henderson		13	17	36	31	21	31	30	21
Emerson		20	56	60	31			20	13

School	Agree Strongly pre	Agree Strongly post	Agree pre	Agree post	Disagree pre	Disagree post	Disagree Strongly pre	Disagree Strongly post
6. Students here aren't very friendly.								
Seward			50	18	40	73	10	9
Milford	7	6	38	56	53	30	7	8
Centennial	20		40	30		10	40	60
Henderson	4	4	12	15	42	36	42	45
Emerson		6			100	38		56
7. My teachers try to make their subjects interesting to me.								
Seward			20	60	60	40	20	
Milford	5	36	52	34	35	16	8	
Centennial	20	25	20	50	40	25	20	
Henderson	6	6	47	52	26	27	21	15
Emerson		13	80	56	20	25		6
8. I hate having to do homework.								
Seward	30	40	60	50	10	10		
Milford	33		36	27	27	56	4	17
Centennial	20	22	40	44	40	12		22
Henderson	47	52	24	21	14	10	15	12
Emerson	40	50	40	13	20	25		13
9. If I did something wrong at school, I know I would get a second chance.								
Seward	10			40	60	60	30	
Milford	3	12	29	62	45	22	23	4
Centennial	20		40	63	40	37		
Henderson	10	3	33	41	39	34	18	22
Emerson	20	6	60	25		31	20	38
10. My teachers really like their subjects.								
Seward			33	40	56	60	11	
Milford	11		54	35	22	43	11	22
Centennial		37	60	50	20	13	20	
Henderson	9	2	38	65	38	31	15	2
Emerson	20	47	80	33		13		7
11. My teachers are personally concerned about me.								
Seward			20	60	50	30	30	10
Milford		18	25	45	63	23	12	4
Centennial			40	63	60	37		
Henderson	10		26	30	35	35	29	35
Emerson		6	20	31	80	50		13

School	Strongly Agree pre	post	Agree pre	post	Disagree pre	post	Disagree Strongly pre	post
12. I think there is too much pressure in school.								
Seward	27		9	50	46	40	18	10
Milford	23	36	32	34	45	20		
Centennial	20	37	40	13	20	37	20	13
Henderson	32	30	26	30	32	27	10	13
Emerson	40	47	20	33	40	20		

Observations:

1. The results of the attitudinal study may be very insignificant for the schools which used a student population of only 5. These five (5) students were to be identified by the counselors as students who were having problems in the regular school program.

The results will be more significant where the total grade level population was administered the Sentiment Index (Henderson and Milford).

General Conclusions:

Students at the tenth (10th) grade level stated the following:

1. Teachers are not interested in the things students do outside of school.

2. Most teachers do allow students some choice in what they study in class.

3. Most students feel rushed and nervous at school.

4. Most students hate to do homework.

5. Most students responded in the post test that they feel teachers are personally concerned about them (reverse response in pre test).

School _____ Date _____

Age _____ Grade _____ Sex _____

____ 1. Doctor needed for small-town hospital

____ 2. Economic Analyst needed for motor oil firm; central offices.

____ 3. Legal secretary willing to take responsibility for three-man office; attractive, enjoys meeting the public.

____ 4. Ironing done in my home.

____ 5. Fashion designer with oomph needed for successful, highly creative botique.

____ 6. Plasterer wanted for work with building contractor.

____ 7. Teachers: register now for openings with Sunnyside School District.

____ 8. Unskilled labor--openings now at Bureau of Employment.

____ 9. Sanitation workers needed for work on garbage trucks.

____ 10. Bookkeepers: openings now with established firm.

____ 11. Agressive salesman needed for great new product.

____ 12. Secretarial openings at the telephone company.

____ 13. Graduate scholarship offered; to apply, you must have at least a B+ average.

____ 14. Housecleaners needed for houskeeping service.

____ 15. Computer programmer wanted for Data Institute.

____ 16. Airline ticket counter needs reservations agent.

____ 17. Airline pilot for flights to Europe and the Far East; must speak French.

____ 18. Managers for motel/apartments near beach.

____ 19. Child care, light housekeeping, live in.

____ 20. Accounts payable clerk for medium-sized, expanding firm, experienced.

____ 21. Dental assistant--experienced only.

____ 22. Public relations for International Trade Company, bright, attractive people to meet the public.

____ 23. Experienced printer; must be junior college graduate.

7. CHOOSE A JOB INVENTORY

Directions

Here is a list of want ads for jobs, such as the ones in the classified section of a newspaper. First, read all the want ads. Then, put a check (✓) next to ten of the jobs which you think you would most like and would be able to get if you were an adult. Be sure to check ten, no more or no less. (Count your checks carefully when finished.) Remember that most jobs can be had by either men or women.

For example:

_____ 1. Waiter (waitress) needed for restaurant.

_____ 2. Research assistant needed for educational concern.

_____ 3. Cab driver needed for airport route.

There are no right or wrong answers, we are only interested in your feelings regarding possible occupations.

_____ 24. Fry cook for hamburger stand. Days, 7 to 5.

_____ 25. Delivery person, Western Union Telegraph Company.

_____ 26. Operator, no experience necessary. Western Union Telegraph Company.

_____ 27. Salesperson for department store.

_____ 28. Technical writer. Do you want a specialized career? High salary, S and S Agency. Applicants should submit manuscripts.

_____ 29. Manager needed for travel agency. Old, well-known agency needs top-flight agent with experience. Willing to travel.

_____ 30. College president. Ph.D. required, also college administrative experience.

_____ 31. Law firm needs ambitious, bright young person for interesting work.

_____ 32. Commercial artists: here is an opportunity to plan your own campaign. BEEA Agency.

_____ 33. Bookkeeper for small office. Regular hours.

_____ 34. Florist shop needs a person for flower arrangements, sales.

_____ 35. Chef for French, elegant restaurant.

_____ 36. Farm workers, jobs now on local farm.

_____ 37. Plastics factory needs inspectors for assembly line.

_____ 38. Ditch diggers for water project.

_____ 39. Correspondence school needs people to stuff, address envelopes.

_____ 40. Dishwasher for restaurant.

COMPONENT NO. 7: CHOOSING A JOB INVENTORY

Objective: To identify student occupational preference at their particular grade level.

Procedure: Students were given 40 want ads and asked to select a maximum of 20 occupations which they would like to apply for. It was stated that both boys and girls could enter all of the occupational areas.

Population Tested:

6th Grade		8th Grade	
Centennial	5 students	Centennial	5 students
Emerson-Hubbard	5 students	Emerson-Hubbard	5 students
Henderson	25 students	Henderson	45 students
Milford	54 students	Milford	54 students
Seward	5 students	Seward	5 students

11th Grade

Centennial	5 students
Emerson-Hubbard	5 students
Henderson	50 students
Milford	47 students
Seward	5 students

Results for Pre and Post Test: 6th Grade Rank Order of Frequency

Centennial

Pre Test	Post Test
1. Salesperson for department store.	1. Same as pre test.
2. Doctor needed for small-town hospital.	2. Fry cook for hamburger stand.
3. Plasterer wanted for work with building contractor.	3. Computer Programmer wanted for Data Institute.
4. Managers for motel-apartments near beach.	4. Airline ticket counter needs reservation agent. (tie) Managers for motel-apartments near beach.
5. Delivery person, Western Telegraph Company.	5. Doctor needed for small-town hospital. (tie) Farm workers jobs now on local farms

component #7 continued

RANK ORDER OF FREQUENCY

Pre Test	Post Test
6. Law firm needs ambitious, bright, young person for interesting work.	6. Law firm needs ambitious, bright young person for interesting work. (tie) Child care, light housekeeping, live in: (tie) Florist shop needs a person for flower arrangements, sales.

EMERSON HUBBARD (6th Grade)

1. Bookkeeper for small office. Regular hours.	1. Salesperson for Department Store.
2. Legal secretary willing to take responsibility for three-man office, attractive, enjoys meeting the public.	2. Managers for motel-apartments near beach. (tie) Farm workers, jobs now on local farm.
3. Bookkeepers: openings now with established firm.	3. Same as pre test.
4. Airline ticket counter needs reservations agent.	4. Teachers: Register now for openings with Sunnyside School District.
5. Managers for motel-apartments near beach.	5. Fry cook for hamburger stand, days, 7-5. (tie) Law firm needs ambitious bright young person for interesting work. (tie) Bookkeeper for small office. Regular hours. (tie) Plastics factory needs inspectors for assembly line.

HENDERSON (6th Grade)

1. Salesperson for department store.	1. Same as pre test.
2. Computer programmer wanted for Data Institute.	2. Airline ticket counter needs reservations agent. (tie) Public relations for International Trade Company, bright, attractive people to meet the public.

RANK ORDER OF FREQUENCY

Pre Test	Post Test
3. Managers for motel-apartments near beach.	3. Florist shop needs a person for flower arrangements, sales.
4. Child care, light housekeeping, live in.	4. Teachers: register now for openings with Sunnyside School District. (tie) Computer programmer wanted for Data Institute
5. Bookkeeper for small office. Regular hours.	5. Bookkeeper for small office. Regular hours. (tie) Farm Workers, jobs now on local farm.

MILFORD

1. Child care, light housekeeping, live in. (tie) Teachers: register now for openings with Sunnyside School District.	1. Salesperson for department store.
2. Fry cook for hamburger stand.	2. Airline ticket counter needs reservations agent.
3. Operator, no experience necessary, Western Union Telegraph Company.	3. Teachers: register now for openings with Sunnyside School District. (tie) Computer programmer wanted for Data Institute. (tie) Florist shop needs a person for flower arrangements, sales.
4. Secretarial openings at the telephone company.	4. Child care, light housekeeping, live in. (tie) Bookkeeper for small office. Regular hours.
5. Florist shop needs a person for flower arrangements, sales.	5. Doctor needed for small-town hospital. (tie) Fashion designer with oomph needed for successful, highly creative botique. (tie) Managers for motel-apartments near beach.

RANK ORDER OF FREQUENCY

Pre Test	Post Test
6. Doctor needed for small-town hospital.	6. Housecleaners needed for housekeeping service. (tie) Fry cook for hamburger stand. Days, 7-5.
7. Airline ticket counter needs reservations agent.	7. Secretarial openings at the telephone company.

SEWARD (6th Grade)

1. Fry cook for hamburger stand. (tie) Farm workers, jobs now on local farm.	1. Salesperson for department store.
2. Plasterer wanted for work with building contractor.	2. Doctor needed for small-town hospital.
3. Sanitation workers needed for work on garbage trucks.	3. Computer programmer wanted for Data Institute.
4. Computer programmer wanted for Data Institute.	4. Farm workers, jobs now on local farm.
5. Airline pilot for flights to Europe and the Far East.	5. Fashion designer with oomph needed for successful, highly creative botique.
6. Ditch diggers for water project.	6. Managers for motel-apartment near beach.

Observations: 6th Grade Level

1. Since the population of three of the five schools was only five students, the frequency of responses for the occupations listed may be insignificant. The five students identified to fill out this inventory were students who were having trouble in the regular school program.

2. Students at the sixth grade level have a diverse area of interests towards occupations.

3. The following occupations had the most responses from the sixth grade group: (not rank order)
   a. Salesperson for department store.
   b. Doctor needed for small-town hospital.
   c. Managers for motel-apartments near beach.
   d. Computer Programmer wanted for Data Institute.

4. All 5 schools stated in the post-test that the Salesperson for department store was the number 1 response.

component #7 continued

Results for Pre and Post Test: 8th Grade

RANK ORDER OF FREQUENCY

Pre Test	Post test
Centennial	
1. Teachers: register now for openings with Sunnyside School District.	1. Computer programmer wanted for Data Institute.
2. Airline ticket counter needs reservations agent.	2. Same as pretest.
3. Fry cook for hamburger stand.	3. Law firm needs ambitious, bright, young person for interesting work.
Emerson-Hubbard	
1. Graduate scholarship; to apply, you must have at least a B+ average.	1. Airline pilot for flights to Europe and the Far East; must speak French. (tie) Managers for motel-apartments near beach. (tie) Salesperson for department store. (tie) Manager needed for travel agency. Old, well-known agency needs top-flight agent with experience. Willing to travel.
2. Airline ticket counter needs reservations agent.	2. Farm workers, jobs now on local farm.
3. Farm workers, jobs now on local farm.	3. Secretarial openings at the telephone company. (tie) Airline ticket counter needs reservations agent.
Henderson	
1. Managers for motel-apartments near beach.	1. Airline pilot for flights to Europe and the Far East; must speak French.
2. Salesperson for department store.	2. Managers for motel-apartments near beach.

component #7 continued

RANK ORDER OF FREQUENCY

Pre Test	Post Test
3. Commuter programmer wanted for Data Institute.	3. Farm workers, jobs now on local farm.
4. Bookkeeper for small office. Regular hours.	4. Bookkeepers: openings now with established firm. (tie) Graduate scholarship offered: to apply, you must have at least a B+ average. (tie) Bookkeeper for small office. Regular hours.
5. Florist shop needs a person for flower arrangements, sales.	5. Doctor needed for small-town hospital. (tie) Economic analyst needed for motor oil firm; central offices. (tie) Teachers: register now for openings with Sunnyside School District. (tie) Secretarial openings at the telephone company. (tie) Dental assistant--experienced only. (tie) Salesperson for department store.

MILFORD

1. Salesperson for department store.	1. Salesperson for department store
2. Doctor needed for small-town hospital.	2. Teachers: register now for openings with Sunnyside School District. (tie) Airline ticket counter needs reservations agent.
3. Operator, no experience necessary. Western Union Telephone Company.	3. Commuter programmer wanted for Data Institute. (tie) Airline pilot for flights for Europe and the Far East; must speak French. (tie) Managers for motel-apartments near beach.

component #7 continued

RANK ORDER OF FREQUENCY

Pre Test	Pre Test
4. Farm workers, jobs now on local farm.	4. Florist shop needs a person for flower arrangements, sales.
5. Teachers: register now for openings with Sunnyside School District.	5. Doctor needed for small-town hospital.
	(tie) Farm workers, jobs now on local farm.

SEWARD

1. Operator, no experience necessary, Western Union Telegraph Company.	1. Salesperson for department store.
2. Secretarial openings at the telephone company.	2. Computer programmer wanted for Data Institute.
3. Fry cook for hamburger stand.	3. Airline ticket counter needs reservations agent.

Observations: 8th Grade Level

1. Since the population at three of the five schools was only five students, the frequency of responses for the occupations listed may be insignificant. The five students identified to fill out this inventory were students who were having trouble in the regular school program.

Conclusions:

1. Secretarial, bookkeeping, and salespersons seem to be the most common preferences at this age level.

RESULTS FOR PRE AND POST TEST: 11th Grade Level

Centennial

1. Farm workers, jobs now on local farm.	1. None Available for 1973.
2. Plasterer wanted for work with building contractor.	
3. Aggressive salesman needed for great new product.	
4. Managers for motel-apartments near beach.	
5. Salesperson for department store.	

component #7 continued

EMERSON-HUBBARD

1. Computer programmer wanted for Data Institute.
2. Airline ticket counter needs reservations agent.
3. Salesperson for department store.
4. Managers for motel-apartments near beach.
5. Florist shop needs a person for flower arrangements, sales.

1. None Available for 1973.

HENDERSON

1. Airline ticket counter needs reservations agent.
2. Florist shop needs a person for flower arrangements, sales.
3. Managers for motel-apartments near beach.
4. Child care, light housekeeping live in.
5. Law firm needs ambitious, bright young person for interesting work.
6. Bookkeepers: openings now with established firm.

1. Salesperson for department store.
2. Airline ticket counter needs reservations agent.
(tie)
Public relations for International Trade Company, bright, attractive people to meet the public.
3. Florist shop needs a person for flower arrangements, sales.
4. Teachers: register now for openings with Sunny side School Dist.
(tie)
Computer programmer wanted for Data Institute.
5. Bookkeeper for small office. Regular hours.
(tie)
Farm Workers, jobs now on local farm.
6. Bookkeepers: openings now with established firm.
(Tie)
Secretarial openings at the telephone company.

RANK ORDER OF FREQUENCY

	Pre Test	Post Test
MILFORD		
	1. Data not available for 1972.	1. Bookkeepers' openings now with established firm. 2. Computer programmer wanted for Data Institute. (tie) Managers for motel-apartments near beach. (tie) Bookkeeper for small office. Regular hours. 3. Law firm needs ambitious, bright, young person for interesting work. 4. Graduate scholarship offered: to apply, you must have at least a B+ average. (tie) Airline ticket counter needs reservations agent. (tie) Salesperson for department store. (tie) Manager needed for travel agency. Old, well-known agency needs top-flight agent with experience. Willing to travel. 5. Secretarial openings at the telephone company.
SEWARD		
	1. Managers for motel-apartments near beach. 2. Teachers: register now for openings with Sunnyside School District. 3. Plasterer wanted for work with building contractor. 4. Economic analyst needed for motor oil firm; central offices.	1. Commuter programmer wanted for Data Institute. 2. Managers for motel-apartments near beach. 3. Fashion designer with oomph needed for successful, highly creative botique. 4. Graduate scholarship offered: to apply, you must have at least a B+ average.

component #7 continued

RANK ORDER OF FREQUENCY

Pre Test	Post Test
SEWARD continued	
	5. Public relations for International Trade Company, bright, attractive people to meet the public (tie) Florist shop needs a person for flower arrangements, sales.

Observations: 11th Grade Level

1. The post test responses is more significant because the inventory was administered to the total senior class at Milford, Henderson, and Seward.

Conclusions:

1. Salespersons, Managers for motel apartments, and bookkeeping seem to be the most common preferences at this age level.

2. Local educational agencies should be providing more experiences which relate to the occupational interests of students (secondary level).

3. Can we relate the 11th grade student interests with our present curriculum offering to assist him/her in their occupational endeavor?

Is a Business and Office Education program an integral part of a student's educational background? Is a strong program or course in principles of marketing and retailing a part of each local schools' educational offerings?

4. The skills and knowledges needed to function in the most common responses by 11th graders would include skills and knowledges which a program or course in marketing and retailing would provide.

8. COOPERATIVE EDUCATION SENTIMENT INDEX

Please respond to the following statements by placing the appropriate letter in the parenthesis preceding each statement.

Key
A) if you strongly agree
B) if you agree
C) if you disagree
D) if you strongly disagree

---

1. ( ) Since enrolling in my cooperative education course I like school better.

2. ( ) This program makes school more meaningful to me.

3. ( ) I would still be in school if I could not have taken my GCE course.

4. ( ) I like my cooperative education course better than any of my other courses.

5. ( ) I like the cooperative education course because it will probably lead me to a job.

6. ( ) The GCE course has helped me to gain confidence in myself.

7. ( ) I have gained confidence in myself because I have been assigned tasks to do.

8. ( ) I have gained confidence in myself because of my association with people, employees and the public.

9. ( ) When I enrolled in the cooperative education course, I was about to drop out of school.

10. ( ) I cannot see that my cooperative education course is any better than my other courses.

11. ( ) When I graduate from high school I plan to go to work immediately.

12. ( ) I plan to do post-high school work in an area vocational-technical school or in an adult education program.

13. ( ) I like to work at the training station where I have been assigned.

14. ( ) My training station gives me experience in the type of work I like most.

15. ( ) I like my training station supervisor.

Component No. 8: Cooperative Education Sentiment Index

Objective: To evaluate the effectiveness of the Cooperative Education Program.

Procedure: All of the students who were enrolled in a cooperative education program filled out this index. (The 1972 Class and 1973 Class.)

Population Tested: Emerson-Hubbard and Milford Public Schools were the only schools who had a cooperative education program for the 1971-72 school year. Henderson Public Schools implemented such a program for the 1972-73 school year.

EMERSON HUBBARD (1972 class--8)
(1973 class--4)

Class	Strongly Agree	Agree	Disagree	Strongly Disagree		Statement
	(Totals in percent)					
1972		75	25		1.	Since enrolling in my cooperative education course I like school better.
1973		50	25	25		
1972	12.5	75	12.5		2.	This program makes school more meaningful to me.
1973		50	25	25		
1972	62.5	12.5		25	3.	I would still be in school if I could not have taken my GCE course.
1973	75		25			
1972	12.5		75	12.5	4.	I like my cooperative education course better than any of my other courses.
1973		50	50			
1972	37.5	37.5	25		5.	I like the cooperative education course because it will probably lead me to a job.
1973		50	50			
1972	25	50	12.5	12.5	6.	The GCE course has helped me to gain confidence in myself.
1973		50	25	25		
1972	25	50	12.5	12.5	7.	I have gained confidence in myself because I have been assigned tasks to do.
1973	25	50	25			
1972	25	37.5	25	12.5	8.	I have gained confidence in myself because of my association with people, employees and the public.
1973		50	50			
1972				100	9.	When I enrolled in the cooperative education course, I was about to drop out of school.
1973			25	75		

component #8 continued

Emerson-Hubbard

Class	Strongly Agree	Agree	Disagree	Strongly Disagree	Statement
		(Percentages)			
1972	12.5	50	37.5		10. I cannot see that my cooperative education course is any better than my other courses.
1973	25	25	50		
1972	62.5	25	12.5		11. When I graduate from high school I plan to go to work immediately
1973	50		25	25	
1972	37.5	25	25	12.5	12. I plan to do post-high school work in an area vocational-technical school or in an adult education program.
1973	50	25		25	
1972	25	37.5	12.5	25	13. I like to work at the training station where I have been assigned.
1973	25		50	25	
1972	12.5	50	25	12.5	14. My training station gives me experience in the type of work I like most.
1973		50	25	25	
1972	37.5	25		37.5	15. I like my training station supervisor.
1973	25	50		25	

+ + + + + + + + + + +

MILFORD	(1972 class--15) (1973 class--12)				
1972	20	73	17		1. Since enrolling in my cooperative education course I like school better.
1973	10	20	10	60	
1972	7	93			2. This program makes school more meaningful to me.
1973		30	40	30	
1972	13	20	40	27	3. I would still be in school if I could not have taken my GCE course.
1973	30	30	30	10	
1972	26	60	7	7	4. I like my cooperative education course better than any of my other courses.
1973	20	10	40	30	
1972	13	80	7		5. I like the cooperative education course because it will probably lead me to a job.
1973	20	30	40	10	
1972		73	20	7	6. The GCE course has helped me to gain confidence in myself.
1973	10	30	50	10	

component #8 continued

MILFORD

Class	Strongly Agree	Agree	Disagree	Strongly Disagree		Statement
		(Percentages)				
1972		73	20	7	7.	I have gained confidence in
1973	10	40	30	20		myself because I have been assigned tasks to do.
1972	13	67	13	7	8.	I have gained confidence in
1973	20	50	30			myself because of my association with people, employees and the public.
1972		7	13	80	9.	When I enrolled in the cooperative education course, I was
1973	10	10	10	70		about to drop out of school.
1972		13	73	13	10.	I cannot see that my cooperative
1973	30	40	10	20		education course is any better than my other courses.
1972	40	46	7	7	11.	When I graduate from high school
1973	50	30	10	10		I plan to go to work immediately
1972		53	27	20	12.	I plan to do post-high school
1973		30	40	30		work in an area vocational-technical school or in an adult education program.
1972	27	60	13		13.	I like to work at the training
1973	40	40	10	10		station where I have been assigned.
1972	20	46	27	7	14.	My training station gives me
1973	30	50		20		experience in the type of work I like most.
1972	53	33	14		15.	I like my training station
1973	40	30	20	10		supervisor.

+ + + +

component #8 continued

HENDERSON

Class	Strongly Agree	Agree	Disagree	Strongly Disagree		Statement
		(Percentages)				
1973	5	10	16	69	4.	I like my cooperative education course better than any of my other courses.
1973	10	32	21	37	5.	I like the cooperative education course because it will probably lead me to a job.
1973	5	16	37	42	6.	The OCE course has helped me to gain confidence in myself.
1973	5	16	42	37	7.	I have gained confidence in myself because I have been assigned tasks to do.
1973	10	48	21	21	8.	I have gained confidence in myself because of my association with people.
1973	5		5	90	9.	When I enrolled in the cooperative education course, I was about to drop out of school.
1973	69	21	5	5	10	I cannot see that my cooperative education course is any better than my other courses.
1973	32	26	16	26	11.	When I graduate from high school I plan to go to work immediately
1973	16	10	26	48	12.	I plan to do post-high school work in an area vocational-technical school or in an adult education program.
1973	10	32	16	42	13.	I like to work at the training station where I have been assigned.
1973	10	32	16	42	14.	My training station gives me experience in the type of work I like most.
1973	64	21	5	10	15.	I like my training station supervisor.

COMPONENT NO. 8. COOPERATIVE EDUCATION SENTIMENT INDEX

Observations: The student responses seem rather significant because all of the 58 students who responded to this index were in the cooperative education program for one school year and all of the students were seniors.

Conclusions:

1. At least 50% of the students felt that since enrolling in a cooperative education program, they liked school better.

2. A majority of the students in the cooperative program felt that the program made school more meaningful to the students.

3. At least 50% of the students enrolled in the cooperative program in 1972 or 1973 liked the cooperative education course because it will probably lead them to a job.

4. At least 40% of the students stated that the cooperative education program assisted students in gaining confidence in themselves.

5. At least 60% of the students agreed they had gained confidence in themselves because of their association with people, employees and the public.

6. Over 60% of the students plan to go to work full-time immediately upon graduation from high school.

7. A majority of the students enrolled in the cooperative education program plan to do post-high school work in an area vocational-technical school or in an adult education program.

8. At least 50% of the students responding to this index felt that their training station gave them experience in the type of work they liked most.

9. 75% of the students liked their training station supervisor in the community.

9. ATTITUDES TOWARD A GUIDANCE PROGRAM

INSTRUCTIONS: The guidance program of a school consists of organized services such as testing, counseling, and occupational information. The following sentences are statements that someone might make about the guidance program in your school. You will probably agree with some of these statements and disagree with others. Put a check (✓) in the blank space in front of each statement that you agree with. Please be frank. Your answers will be kept in confidence and will be used only to help improve guidance programs.

_____ 1. Specialized guidance personnel are "outsiders" and are therefore less able to offer guidance than regular teachers.

_____ 2. The students are not mature enough to take any form of guidance seriously.

_____ 3. The guidance program confuses students and makes them begin to doubt their individual judgments.

_____ 4. The guidance program takes guidance functions away from those best qualified to perform them--the teachers.

_____ 5. The guidance program wastes money that could better be directed toward a more adequate medical program.

_____ 6. The guidance program looks good on paper but is a flop in practice.

_____ 7. Our school does not need a guidance program since all of our students are normal.

_____ 8. The guidance program is just a "flash in the pan" and will become obsolete in a few years.

_____ 9. The guidance program is not worth the effort it requires.

_____ 10. The guidance program should be eliminated.

_____ 11. The guidance program has unlimited possibilities.

_____ 12. The guidance program is an important element in the value of the school as a whole.

_____ 13. The removal of the guidance program would leave a void which would be extremely difficult to fill.

_____ 14. The guidance program has made impressive accomplishments.

_____ 15. The guidance services need to be expanded.

_____ 16. The recommendations and interpretations of the guidance workers are usually accepted.

_____ 17. The guidance program is not essential but does have something to offer.

_____ 18. Guidance personnel tend to advise rather than counsel.

_____ 19. The guidance program does not provide sufficient opportunity for everyone connected with it to offer constructive criticism.

_____ 20. Guidance personnel are too busy with discipline problems to be of much help in solving personal problems.

COMPONENT NO. 9: ATTITUDES TOWARDS A GUIDANCE PROGRAM

Objective: To identify the attitudes of students towards the function, philosophy, and nature of a guidance program.

Procedure: 8th graders and 11th graders were asked to complete this quick checklist of 20 statements about the counseling and guidance program. Students were asked to check only the statements they agreed with.

Results of Pre and Post Test: (See next page)

Observations: 8th Grade

1. An average (pre and post test) of 30% of the 8th grade students felt that the guidance program confuses students and makes them begin to doubt their individual judgments.

2. An average (pre and post test) of the 58% of the 8th grade students felt that the guidance program has unlimited possibilities.

3. An average of 67% of the 8th grade students stated that the guidance program is an important element in the value of the school as a whole.

4. An average of 60% of the 8th grade students stated that the guidance services need to be expanded.

Observations: 11th Grade

1. An average of 67% of the 11th grade students felt the guidance program has unlimited possibilities.

2. An average of 67% of the 11th grade students felt the guidance program is an important element in the value of the school as a whole.

3. An average of 70% of the 11th grade students stated the guidance services needed to be expanded.

Conclusions:

1. Guidance services need to be expanded in all local schools.

2. Guidance services should include services to parents of students in local schools.

3. Guidance personnel need to identify their function in the educational process and communicate this function to students in the local school.

4. Occupational information and educational information should be disseminated to students and parents on a systematic basis.

RESULTS OF PRE AND POST TEST EVALUATION: NO. 9 ATTITUDES TOWARDS A GUIDANCE PROGRAM

8th and 11th Grade Tested

	CENTENNIAL(42) Agree (71)		EMERSON(58) Agree (63)		HENDERSON(50) Agree (51)		MILFORD(62) Agree (32)		SEWARD(101) Agree(84)		8th Grade 11th Grade	SENTENCE
	pre	post	pre	post	pre	post	pre	post	pre	post		
	(totals are given in percentages)											
8th	22	26	33	23	18	24	34	29	35	16		1. Specialized guidance personnel are outsiders and are therefore less able to offer guidance than regular teachers.
11th	13	9	13	2	20	20		41	29	13		
8th	7	4	13	10	14	12	5	13	13	5		2. The students are not mature enough to take any form of guidance seriously.
11th	7	8	2	7	6	10		12	11	9		
8th	43	44	47	44	26	22	52	20	35	20		3. The guidance program confuses students and makes them begin to doubt their individual judgments.
11th	32	34	16	14	12	13		53	39	19		
8th	12	16	19	27	8	5	26	13	25	9		4. The guidance program takes guidance functions away from those best qualified to perform them---the teachers.
11th	11	11	14	2	18	5		16	24	8		
8th	7	8	14	37	12	12	31	13	22	5		5. The guidance program wastes money that could better be directed toward a more adequate medical program.
11th	6	8	6	7	2	2		26	17	5		
8th	7	28	16	30	12	34	42	39	22	29		6. The guidance program looks good on paper but is a flop in practice.
11th	18	36	6	19	22	45		68	36	22		
8th		4	10	22	6	15	13	2	12	13		7. Our school does not need a guidance program since all of our students are normal.
11th		5		4	10	8		3	17	6		
8th	7	11	14	16	10	10	19	10	12	7		8. The guidance program is just a "flash in the pan" and will become obsolete in a few year.
11th	4	17	10	12	4	5		12	15	6		
8th		21	19	19	8	12	26	12	23	10		9. The guidance program is not worth the effort it requires.
11th	10	11	5	7	8	8		41	20	8		

RESULTS OF PRE AND POST TEST EVALUATION: NO. 9 ATTITUDES TOWARDS A GUIDANCE PROGRAM

	CENTENNIAL Agree		EMERSON Agree		HENDERSON Agree		MILFORD Agree		SEWARD Agree		Sentence
	pre	post	pre	post	pre	post	pre	post	pre	post	
					(totals in percentages)						
8th	5	14	13	19	8	15	23	4	21	17	10. The guidance program should be
11th	4	21		7	4	12		16	17	16	eliminated.
8th	70	54	52	59	46	41	68	61	65	50	11. The guidance program has unlimited
11th	73	51	73	72	84	70		53	50	67	possibilities.
8th	79	60	59	64	60	71	76	67	74	65	12. The guidance program is an important
11th	87	57	71	84	65	70		41	65	73	element in the value of the school as a whole.
8th	72	56	64	66	38	59	45	45	44	38	13. The removal of the guidance program
11th	73	51	71	84	51	43		32	46	40	would leave a void which would be extremely difficult to fill.
8th	57	19	43	45	20	29	32	15	51	24	14. The guidance program has made
11th	56	19	68	49	49	15		15	37	35	impressive accomplishments.
8th	74	46	59	63	62	66	73	69	62	58	15. The guidance services need to be
11th	77	57	79	81	80	93		50	50	60	expanded.
8th	64	32	53	45	36	49	40	41	47	36	16. The recommendations and interpreta-
11th	54	20	67	58	63	38		20	48	45	tions of the guidance workers are usually accepted.
8th	72	54	55	64	46	63	88	47	74	40	17. The guidance program is not essential
11th	54	40	68	44	57	53		38	61	46	but does have something to offer.
8th	45	36	43	70	34	59	71	55	55	37	18. Guidance personnel tend to advise
11th	54	57	60	44	53	43		63	61	54	rather than counsel.
8th	26	18	26	33	22	27	37	31	35	22	19. The guidance program does not provide
11th	21	23	29	30	33	23		32	32	19	sufficient opportunity for everyone connected with it to offer constructive criticism.

	CENTENNIAL		EMERSON		HENDERSON		MILFORD		SEWARD	
	agree		agree		agree		agree		agree	
	pre	post	pre	post	pre	post	pre	post	pre	post
8th	19	23	24	51	32	41	48	27	29	40
11th	10	26	17	26	27	25		26	43	15

20. Guidance personnel are too busy with discipline problems to be of much help in solving personal problems.

LOCAL SCHOOL'S ADMINISTRATIVE EVALUATION OF CAREER EDUCATION

1. Do you feel that the concept of Career Education is another fad which is going to be forced upon local schools? Yes_____ No_____ Maybe ____.

2. Do you feel that the concept of Career Education is the same as vocational education? Yes _____ No _____ Maybe _____.

3. Do you feel that placement of students directly on-the-job, into vocational-technical schools, and four year baccalaureate programs is the responsibility of each local school agency? Yes _____ No _____.

4. Do you feel that your professional teaching staff would be receptive to the concept of Career Education? Yes _____ No _____.

5. Do you feel that the concept of Career Education could be developed into your K-6 elementary school program? Yes _____ No _____.

6. Do you feel that it would be <u>logical</u> to develop Career Education into your K-6, elementary school program? Yes _____ No _____.

7. Do you feel that the concept of Career Education will make drastic changes in your present education programs? Yes ____ No ____ Maybe ____.

8. Do you feel that a curriculum director or project director will enhance the development of the concept of Career Education in your local school situation? Yes _____ No _____.

9. Do you feel that your professional staff who teach the academic courses (Geometry, Chemistry, Physics, Foreign Language, etc.), can develop their programs around the concept of Career Education? Yes _____ No ____.

10. Do you feel that the secondary staff is more resistant to curriculum changes than the elementary teaching staff? Yes ____ No ____ Maybe ____.

11. Do you feel that the Concept of Career Education is a new concept which has caught the fancy of the U.S. Office of Education or has it been evolutionary in development? New Concept _____ Evolutionary _____.

12. Do you feel that a strong guidance and counseling program will enhance the development of Career Education in your local school program? Yes _____ No _____.

13. Do you feel that the concept of Career Education will promote the concept of individualized instruction? Yes _____ No _____ Maybe _____.

14. With your present background and information of Career Education, do you feel that the concept of Career Education will succeed in our American schools? Yes _____ No _____.

15. Do you feel that the Milford Public Schools can provide <u>some</u> leadership in the development of Career Education for the State of Nebraska? Yes _____ No _____ Maybe _____.

16. Do you feel that the Nebraska State Department of Education will provide most of the leadership in promoting and developing the concept of Career Education? Yes _____ No _____ Maybe _____.

17. Do you feel that inter-school evaluation programs can assist each local school in developing quality educational programs for students? Yes _____ No _____ Maybe _____.

18. Do you feel that your local school board will view Career Education as just another Federal program? Yes _____ No _____ Maybe _____.

19. Do you feel that your local school is ready to develop a Career Education Program? Yes ____ No ____ We need more information ____ Maybe ____.

20. Do you feel that your present guidance and counseling program is doing an adequate job in assisting your students in the following areas:

    a. Student's self understanding _____.

    b. Student's career orientation _____.

    c. Student's career preparation _____.

    d. They are doing an adequate job in all of the above _____.

COMPONENT #10: LOCAL SCHOOL'S ADMINISTRATIVE EVALUATION OF CAREER EDUCATION

Objective: To evaluate the knowledge and attitudes of the administrators in the five school systems (superintendents and principals) towards the concept of career education.

Procedure: Each of the administrators in each school system was asked to fill out this questionnaire.

Results of Pre Test Evaluation: (No post test evaluation)

Population: 12 administrative personnel.

++

Yes	No	Maybe		
8%	75%	17%	1.	Do you feel that the concept of Career Education is another fad which is going to be forced upon local schools?
	100		2.	Do you feel that the concept of Career Education is the same as vocational education?
64	18	18	3.	Do you feel that placement of students directly on-the-job, into vocational-technical schools, and four year baccalaureate programs is the responsibility of each local school agency?
92	8		4.	Do you feel that your professional teaching staff would be receptive to the concept of Career Education?
92	8		5.	Do you feel that the concept of Career Education could be developed into your K-6 elementary school program?
83	17		6.	Do you feel that it would be <u>logical</u> to develop Career Education into your K-6 elementary school program?
8	67	25	7.	Do you feel that the concept of Career Education will make drastic changes in your present education programs?
100			8.	Do you feel that a curriculum director or project director will enhance the development of the concept of Career Education in your local school situation?
82	18		9.	Do you feel that your professional staff who teach the academic courses (Geometry, Chemistry, Physics, Foreign Languages, etc.), can develop their programs around the concept of Career Education?
16	34	50	10.	Do you feel that the secondary staff is more resistant to curriculum changes than the elementary teaching staff?

Yes	No	Maybe	
New Concept 17% Evolutionary 83%			11. Do you feel that the concept of Career Education is a new concept which has caught the fancy of the U.S. Office of Education or has it been evolutionary in development?
100%			12. Do you feel that a strong guidance and counseling program will enhance the development of Career Education in your local school program?
50		50	13. Do you feel that the concept of Career Education will promote the concept of individualized instruction?
73	27		14. With your present background and information of Career Education, do you feel that the concept of Career Education will succeed in our American Schools?
100			15. Do you feel that the Milford Public Schools can provide some leadership in the development of Career Education for the state of Nebraska?
	50	50	16. Do you feel that the Nebraska State Department of Education will provide most of the leadership in promoting and developing the concept of Career Education?
83		17	17. Do you feel that inter-school evaluation programs can assist each local school in developing quality educational programs for students?
17	75	8	18. Do you feel that your local school board will view Career Education as just another Federal Program?
50 (need more information 25%)	17	8	19. Do you feel that your local school is ready to develop a Career Education program?

20. Do you feel that your present guidance and counseling program is doing an adequate job in assisting your students in the following areas:

a. Student's self understanding 25% .

b. Student's career orientation 34% .

c. Student's career preparation 8%

d. They are doing an adequate job in all of the above 0% .

BEST COPY AVAILABLE

COMPONENT #10:

Observations:

1. Local school administrators are interested in the concept of Career Education.

Conclusions:

1. 75% of the administrative personnel felt that Career Education was not a fad.

2. 100% of the administrative personnel did not think Career Education was the same as vocational education.

3. 92% of the respondents felt that their professional teaching staff would be receptive to the concept of Career Education.

4. 67% of the respondents felt that the concept of Career Education would not make drastic changes in their present education programs.

5. 82% of the respondents felt that their academic staff could develop their program around the concept of Career Education.

6. 16% of the respondents felt that the secondary staff is more resistant to curriculum changes than the elementary teaching staff. 50% of the respondents stated maybe.

7. 83% of the respondents felt that the concept of Career Education was an evolutionary development rather than a new concept.

8. 100% of the respondents felt that a strong guidance and counseling program would enhance the development of Career Education.

9. 50% of the respondents felt that Career Education would promote the development of individualized instruction.

10. 73% of the administrators felt that the concept of Career Education would succeed in the American schools.

11. 50% of the administrators felt that the State Department of Education would provide no leadership in the development of Career Education in the state of Nebraska. 50% of the respondents felt that maybe there would be leadership from the State Department of Education.

12. 83% of the administrators felt that inter-school evaluation programs can assist each local school in developing quality educational programs for students.

13. 50% of the respondents felt that their local school was ready to develop a Career Education Program.

14. 0% of the administrators felt that their guidance and guidance programs were doing an adequate job.

BEST COPY AVAILABLE

COMPONENT NO. 11: PARENT-TEACHER ORGANIZATION EVALUATION OF CAREER EDUCATION PROGRAM TO BE IMPLEMENTED.

Objective: To identify the attitudes of parents towards the concept of Career Education in Milford, Nebraska.

Procedure: Parents were invited to an orientation meeting on Career Education on Tuesday, April 25, 1972. The project director gave a general explanation of the concept of Career Education. Mr. Robert Lee of the Lincoln Public Schools presented a slide presentation on the "World of Construction" and the "World of Manufacturing" which are to be implemented for the school year, 1972-73.

From the presentation above, the parents were asked to fill out an evaluation about components of a Career Education program. There were approximately 50 parents at this meeting.

Results of Parent-Teacher Organization Evaluation: (Refer to next page)

Observations:

1. Parents were very enthusiastic about the "World of Construction" and the "World of Manufacturing" programs.

2. Parents requested their child's schedule be changed so they could be in the new industrial arts program.

Conclusions:

1. 94% of the parents stated that Career Education will help students in the Milford Public School District. 16% of the parents felt maybe.

2. 100% of the parents felt that the two new industrial arts programs would be good for students.

3. 100% of the parents would let their son or daughter be released from school (under supervision) to visit and observe people at work.

4. 86% of the parents felt that a work experience program at the 12th grade level would be good for their son or daughter.

5. 87% of the parents felt there was a need for more emphasis on guidance and counseling for their children.

6. 94% of the parents were willing to serve as a resource person to the school to discuss your occupational area with a student or students.

7. 35% of the parents felt there was a need for more adult education courses.

BEST COPY AVAILABLE

PARENT TEACHER ORGANIZATION EVALUATION OF CAREER EDUCATION PROGRAM TO BE IMPLEMENTED

Tuesday, April 25, 1972

Please complete the following questions which will help in the development of a Career Education Program at Milford Public School for the school year, 1972-73.

1. From the short presentation on the concept of Career Education, Do you feel that this program will help students in the Milford Public School District?
   Yes 84% No ____ Maybe 16%

2. Do you feel that the "World of Construction" and The "World of Manufacturing" are good programs for students? Yes 100% No ____

3. Is there a need for more emphasis in one of the following areas:

   Check one: College Preparatory Program 10%
   Occupational Educational Program 53%
   General Education 37%

4. As a parent, would you let your son or daughter be released from school (under supervision) to visit and observe people at work? Yes 100% No ____

5. As a parent, do you feel that a work experience program at the 12th grade level would be good for your son or daughter? Yes 86% No 14%

6. Do you feel there is a need for more emphasis on guidance and counseling for our students? Yes 87% 13%

7. Do you think group guidance activities would benefit your son or daughter?
   Yes 95% No 5%

8. Do you think the school should provide more services for the graduating senior?
   Yes 82% No 18%

   Please check: 1. Assist the senior in finding a job 26%.
   2. Assist the senior in applying for college 41%.
   3. Assist the senior in applying for a vocational-technical school 33%.

9. Would you be willing to serve as a resource person to the school to discuss your occupational area with a student or students? Yes 94% No 6%

10. Do you feel there is a need for more adult education courses? Yes 85% No 15%

What adult education courses would you be interested in? Please list below:

a. Home Economics Area
b. Crafts
c. Commercial Courses
d. Group Dynamics
e. Social Studies
f. School Administration or General Information on School
g. Child Psychology (Psychology)
h. Communication at a School level (tax levies, etc.)
i. Short course for women concerning auto emergency problems
j. Human behavior
k. Antiques
l. Business machines
m. Foreign languages
n. Typing, German

APPENDIX

A: Contract or Letter of Commitment

Statement of Commitment and Assurance:

Commitment

1. The _____ Public School system is very much interested in participating as a control school in this important evaluation. We assume the data compiled from the evaluation will be at our disposal for our own use. The data compiled will not be used to discredit the quality program we are now operating.

   We also assume that any instructional materials developed (paid) at Wilford Public Schools will be available for our use upon request.

_____
Superintendent's Signature

Date: _____

Assurance by Wilford Public Schools

We agree to the above provisions of the _____ Public Schools commitment to participate in the evaluation.

_____
Larry P. Willis
Project Director
Career Education
Wilford Public Schools

2. No, we aren't able to participate at this time.

School: _____

_____
Superintendent's Signature

Date: _____

Please place in the enclosed stamped envelope and return. If we have not received this statement of commitment on or before Friday, April 7, 1972, we will assume that you do not wish to participate. Thank you.